

DOCUMENT RESUME

ED 107 124

95

FL 006 836

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TITLE A Final Evaluation Report for the Five Years of Operation (1969-1974) [of the Bilingual Education Program in Greenville, New Hampshire].
INSTITUTION Mascenic Regional Schools, Wilton, N.H.
SPONS AGENCY Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Bilingual Education.
PUB DATE 74
NOTE 218p.; Appendixes will reproduce poorly due to marginal legibility of original document
EDRS PRICE MF-\$0.76 HC-\$10.78 PLUS POSTAGE
DESCRIPTORS *Bilingual Education; *Bilingual Schools; Curriculum Development; Curriculum Evaluation; Data Analysis; Elementary Secondary Education; English; Evaluation Methods; *French; *Language Programs; Program Administration; *Program Evaluation; Teacher Developed Materials
IDENTIFIERS Elementary Secondary Education Act Title VII; ESEA Title VII; *New Hampshire

ABSTRACT

This is a final report on a five-year (1969-74) bilingual program in Greenville, New Hampshire. An introduction describes the predicament of the Francophone student and early flaws in the program. Chapter 2 describes the program in terms of French and English instruction, materials development, staff development, community involvement and management. Chapter 3 describes procedures and results of the program evaluation. Chapter 4 describes the formation and functions of a coordinating unit to assist and service all of the ESEA Title VII French/English bilingual projects in the United States in needs assessment, materials and staff development, and dissemination. An appendix contains a list of consultants and news articles about the program. (AM)

ED107124

Greenville, New Hampshire
Bilingual Educational Program

A FINAL EVALUATION REPORT FOR THE FIVE YEARS
OF OPERATION (1969-1974)

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FL006836

Report prepared
in cooperation with the
Bilingual Educational Program Staff
and the Elementary Teachers of the Greenville Schools

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
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CHAPTER ONE

INTRODUCTION AND BACKGROUND ANALYSIS

By Marron Fort

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In any community in the New England region where a French-English bilingual project is established, the administration of the project will encounter a recurring pattern of hostility, complexes, discrimination and ambivalence on bilingualism and instruction in the French language. The problems of language, stereotype and discrimination discussed here are found not just in the Greenville area, but, at least to some extent, in every community in New England with a sizeable percentage of Franco-American citizens.

The following analysis is based on a lengthy series of interviews with parents and teachers of the Title VII bilingual project held at Greenville, New Hampshire in May, 1974. All the opinions expressed and conclusions drawn are my own and do not necessarily reflect the opinions of the Project's administrators, teachers, or of the parents of the children involved in the project.

I should like to express my most profound thanks to the following individuals for their assistance:

Miss Rita Bouley

Mrs. Brenda Boutot

Mr. André Chabot

Mr. Robert Fournier

Mr. Robert Johnson

Mrs. Jean Lambert

Miss Irene Landry

Mrs. Marie McCaffery

Mr. Robert Paris

Sister Yolande Plante

Mrs. Maïté Ricard

Mr. Normand Robitaille

Mrs. Nancy Steele

Mrs. Marguerite Vaillancourt

Mrs. Wendy Vaillancourt

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Language

Greenville, New Hampshire, just a few miles from the Massachusetts border, resembles a typical Southern New England Franco-American community. Greenville is surrounded by towns where other ethnic groups predominate and a Franco-American child growing up there is forced at an early age to be conscious of ethnic differences between himself and others. Unlike Maine's St. John Valley, where the French language is a normal part of everyday life, French in Southwestern New Hampshire has been viewed traditionally by the non-French as a peculiarity.

Before the arrival of the bilingual project, the children of Francophone parents spoke French among themselves and to their parents or grandparents at home. All age groups generally avoided the use of French on the street. If a group of children, all Francophone, were playing, the arrival of just one English-speaking child would change the language to English. The English language was considered to be the language of a "good American" and French, although necessary for communicating with Francophone friends and relatives, was never imposed on Anglophone friends or acquaintances.

One cannot discount the milieu pressure which proceeds from the fact that English is the language of work in Greenville. Regardless of how much French they speak at home, the parents of every Greenville child are forced to earn their living in English. For the Franco-American child the Anglophone world of jobs, stores, schools, and the media seems to have a greater reality than the Francophone world of Mémère and Pépère.

Some Francophone children feel that French is the language of the very young and the very old, while the active working adults speak only English. French becomes the language of the playground, and the nursery, of holidays

and visits, but not the language of practical achievement and success. The child thus associates English with practicality and "normal" life, while French remains a sort of game.

The Franco-American child who comes from a family where only French is spoken poses a special problem when he arrives at school. He is suddenly launched into an entirely English-speaking milieu in which his language difficulties seem so bizarre to his Anglophone teachers that they are not really understood. Who could imagine that in Daniel Webster's New Hampshire there would be children who spoke no English?

The child thus learns his first real English at school from monolingual Anglophone teachers who have no way of anticipating the problems of pronunciation, grammar and syntax which the Francophone child will surely encounter in learning English. The child is further handicapped by knowing a smattering of English words and phrases and by having "an idea" of how English should be spoken properly. He will blurt out familiar French words pronounced as English words or use English phrases incorrectly, eliciting more derision from his Anglophone classmates than if he had had no contact with English at all.

Because the child who comes to school with little or no knowledge of English usually has parents whose knowledge of English is limited, he develops a twofold resentment toward his parents and the French language. He blames them for alienating him from his classmates and despises them for the "otherness" which they themselves represent and which they have imposed upon him. Because English totally surrounds him, he can see no use for his French. It is as if his parents by some vile design had supplied him with an actual physical handicap designed to hinder his growth and make him socially unacceptable.

Even after the child has mastered English, he often is deeply ashamed of the quality of the English spoken by his parents and is reluctant to introduce them to his Anglophone friends. This feeling of shame and inferiority is often compounded, since the mother, confined to the home in the children's formative years and limited in her contacts with Anglophones, is likely to speak much poorer English than the father, who uses English continually on the job. The child's natural affection for the mother is tempered by embarrassment because of her speech.

There seems to be less a tendency for the child to rebel because of this language problem than for him to withdraw into the family and to limit his personal goals. Paradoxically, the child can be at once ashamed and protective of his parents. Within the closeness of Franco-American family life, feelings of inferiority are compensated by a lowering of career expectations which makes the shock of failure less difficult to bear. The French language and the Franco-American culture are now a barrier to progress, now a protective shield against an often derisive and insensitive Anglophone world.

It is because of this tendency to withdraw that Franco-American public school children used to cluster together on the playground, even though they were speaking English among themselves. If an Anglophone child entered the group, he often became the leader. In public gatherings, Franco-Americans often yield the floor to Anglophones and rely upon Anglophone spokesmen to represent them politically. This reluctance to "speak for themselves" may result from a traditional lack of confidence in their mastery of English.

There are many Franco-Americans who speak little or no French who seem to feel that their own English will not have the same effect as that spoken by a "genuine" Anglophone. They become self-conscious when required to speak

at length in public and are at a great psychological disadvantage in a debate with an Anglophone.

In addition to this timidity in the use of the English language, many Franco-Americans seem to look upon standard French (known as le bon français) as an unattainable goal beyond their social status, a desirable but expendable luxury. In any discussion of the Francophone phenomenon in New England we are therefore immediately confronted with the question of the quality of the French spoken in our region. Many Anglophones who speak no French are completely convinced of the poor quality of "French-Canadian" and even people of a certain intelligence and sophistication are inclined to believe that the French of Canada and the French of Europe are, structurally and orthographically, two entirely different and mutually unintelligible languages. These prejudices have been transmitted to many Franco-Americans who have become convinced that they do not speak "real French".

A child who attended a bilingual parochial school was, at least in part, sheltered from these prejudices. His playmates, teachers and parents all spoke the same French and the language seemed to have a certain value, if only because instruction was provided in it. In general the parochial school pupil learned standard written French, although the pronunciation taught was normally non-standard and the spoken language of the classroom and the playground was often replete with anglicisms, archaisms and poor syntax.

It was the Franco-American child attending a public school who was told that his French was "bad". The Franco-American child in a public high school French class was often ridiculed for his "non-Parisian" pronunciation and yet was not able to understand his teachers who spoke their "Parisian French" with an atrocious American accent and were not able to correct him constructively. This inability of the Anglophone teacher to aid the Francophone child

in standardizing his French either caused him to reject French entirely or to withdraw into a defiant patois.

The child was presented with an insoluble dilemma: he was told that he spoke poorly, that his French was little better than profanity and yet he was given no real indication of how he might throw off this awful stigma.

The Franco-American child was forced to pay the emotional price of integration into a school atmosphere which had either nothing but misconceptions about his home background or no conceptions at all. Most school administrators have felt that the best way to deal with the Franco-American child was to make him forget as soon as possible that he knew any French at all. Certainly the fact that he spoke French was never considered an asset. Sound pedagogy of the time was to turn him into a willing little empty shell ready to be filled up with "Americanism". The whole procedure was about as effective as preparing for racial integration in a school by adding watermelon to the cafeteria lunch menu.

The Franco-American child who perseveres and takes French in public high school and later at college may have one of two largely different experiences. If most of his teachers are also Franco-Americans, they may not be so strict in correcting his pronunciation. Because of his background he will normally have a great advantage over his Anglophone classmates and he may be able to intimidate his Anglophone teachers with his fluency. He may even be tempted to conceal the extent of his knowledge and elect elementary courses to assure himself of high grades.

If he himself eventually becomes a teacher, he may spend his entire career making excuses for his own flawed French and for the quality of French spoken by Franco-Americans in general. He will teach another generation of

Franco-American young people how to "get by", how to develop glib arguments to defend their own linguistic laxity.

For the serious young Franco-American who goes to college ready to improve himself totally different problems may arise. He may find that, regardless of how eager he is to learn, his Franco-American surname may prevent him from getting an "A" in French. Some of his Anglophone professors, assuming that he is just another "Canuck" trying to slide by, will refuse to recognize any improvement in his French and mark him for a perpetual "C" while his own fluency and relative ease of comprehension make him feel superior to his classmates.

This serious student finds himself in a state of cyclical linguistic isolation. He is the victim of prejudice which prevents him from determining whether he has really mastered French according to the standards of the academic world; while at the same time he knows that all his life he has spoken a language which was perfectly adequate within the narrow circle of home and community. He can thus suffer irreparable psychological damage by coming to look upon any standard as an Anglophone invention and fall victim to the blandishments of the abovementioned Franco-American apologists who would have him believe that his home dialect is suited to any and all situations.

Even if he survives the university and receives his teaching credentials, he is again victimized by the widespread feeling among school administrators that no one from a Franco-American background really speaks good French and has difficulty getting a job.

It is therefore significant that many of the parents of the children in the Greenville project were concerned about the quality of their own French compared to that of the language their children were learning at school.

They seemed to conceive of le bon français as a matter of vocabulary rather than of grammar and pronunciation. One difference between Canadian and European usage seemed particularly upsetting. In European French usage seau is the general term used for bucket. A wooden bucket is a seau en bois, a metal bucket a seau en metal. In French Canada and in most of the Francophone regions of New England, however, a metal bucket is called a chaudière, a word which means boiler in European French. Since metal buckets are much more common than wooden ones, chaudière is often the only word which Franco-American children know to describe such an object. When the children heard seau at school, many of them told their parents that chaudière was the "wrong word". Neither the children nor their parents seemed to understand that the word was current in several dialects of West-Central France in the seventeenth century with its present Canadian meaning and can only be considered archaic rather than wrong. For a Francophone New Hampshireite to say chaudière for seau en metal is certainly no greater sin than an Anglophone New Hampshireite's saying cobbler (quite normal in the eastern part of the State) for shoe repairman. Both terms are archaic, but easily recognized and quite useful.

This distress at a difference in vocabulary would seem to stem from the hidden fear, reinforced by Anglophone prejudice, that the local French is not at all mutually intelligible with European French and thus nearly useless. Some parents of children in the project at first debated speaking only English at home in order to avoid hindering the progress of their children toward le bon français taught at school. Others were at first reluctant to speak French to the bilingual teachers for fear of making fools of themselves.

Fortunately, as the parents came to understand, there is a standard universal French used for communication outside the home and community, but each Francophone community has its own dialect and turns of phrase and it is

quite normal for a Belgian, a Senegalese, a Swiss or a Frenchman to speak le français universel and his local dialect of which he is justifiably proud. Once the parents understand that their children are not taught to hate the home language, their hostility disappears.

A bilingual specialist in the Greenville Project had a special problem. If he spoke standard French to parents, they would often shift the conversation to English, ashamed of their limited French vocabulary. If he addressed them in the local dialect, he damaged his credentials as a French teacher.

In the Franco-American community as well as in French Canada, there has always existed this profound ambivalence on the subject of language. The French-Canadians, left to fend for themselves on their "quelques arpents de neige" after the fall of Québec, have never really forgiven the French for denying them their patrimony and preventing them from developing their language and culture in concert with the mother country; and yet the French Canadians, proud of their own Quiet Revolution, are painfully conscious of the threat posed to their language by an overwhelmingly English-speaking North America.

The only salvation for French in North America lies in a narrow adherence to the standards of universal French, which is essentially the French of France. For however unique the more nationalistic Québécois may find le joul, its most salient features are its barbarisms and anglicisms. To promote its use will only give credence to the English-Canadian claim that the French of Canada is not much good for international communication. However much the French-Canadians may resent their cousins, les maudits Français, it is they who must ultimately provide the standard for the French of Canada.

In Greenville, New Hampshire, where many of the Franco-Americans visit

Canada regularly, similar attitudes exist. They are conscious of the prestige of standard French but wonder why they should ape the linguistic habits of a far-away people who lost interest in them two centuries ago. In short, Greenville's Franco-Americans, like the French-Canadians, know that there is a good French, but are somewhat skeptical as to whether there are any good Frenchmen. In order to meet such skepticism, it must be continually emphasized that standard French is the language of the world Francophone Community, which includes more than France and Canada and that to learn universal French does not imply slavish submission to France.

People from France, on the other hand, have a strangely mixed reaction to the fact that French is still spoken in a town like Greenville. Although some will laugh at the anglicisms and the relative paucity of the vocabulary, most are deeply touched that the language has maintained itself for so long in an at best indifferent and, more usually, hostile atmosphere.

Greenville is a working-class Franco-American community and most of the language problems which we have discussed are endemic in such a community. There is the usual gap between the middle-class Franco-American (hardly represented in Greenville) and the working class in linguistic matters. The middle-class Franco-American, especially in more recent times, travels more, tends to live in ethnically mixed neighborhoods and is generally assimilated into Anglophone society. He resents being called a member of a "minority" and tends to lose the French language which he often considers to have been the stigma borne by his immigrant great-grandparents. Most middle-class Franco-Americans see no obstacles to their own progress and are unreceptive to suggestions that there may be overt discrimination against Franco-Americans.

In recent months, however, the rise of the bilingual movement has cap-

tured the imagination of the middle-class. By encouraging the development of the French language and bilingual education throughout New Hampshire and New England, we can provide better educational opportunities for the working-class child while maintaining the French language which the middle-class has come to look upon as an object of prestige.

A Franco-American Stereotype

It is generally true that every minority group has a stereotype. Although Franco-Americans are not a minority in the traditional sense, there is most definitely a Franco-American stereotype. Let us, however, make quite clear at the outset that the stereotype of the Franco-American described here does not necessarily bear any resemblance to fact. It is simply a negative image imposed upon the Franco-American by some members of other ethnic groups. It applies to a greater or lesser degree throughout the New England area and is primarily attributed to working-class Franco-Americans. No slur is implied or intended either upon the Franco-Americans or any other ethnic group.

Most identifiable ethnic groups have stereotypes. The lazy Chicano, the violent, oversexed black, the conniving Jew, and the ignorant Pole have been with us for a long time and, though prejudice has become less blatant and overt discrimination is outlawed, the old negative images still persist. For those of us who are "ethnics", these stereotypes are like shadowy alter egos which pursue us, waiting to possess us when weakness robs us of our "civilized" behavior.

When we misbehaved as children, how often did our mothers tell us to stop being little wops or kikes or Canucks or niggers, those Doppelgänger always ready to drag us down; and still we discovered that there were a

sizeable number of people who always assumed that we were our ugly other selves and we saw the reflection of that ugliness in their faces.

The stereotype which we have set down here is thus not the Franco-American, but his rude image in the mirror of others' eyes. Like any stereotype, it is not just a slur but a warning.

In the Mascenic Valley region, the Franco-American is characterized as an individual without any ambition beyond material gain. Hampered by generally low intelligence, he is basically concerned with the three dollars an hour which he can earn in a factory. He has none of the positive characteristics of someone who is "really French".

As a worker he is relatively diligent at performing mechanically various menial tasks, but he is "dumb" and incapable of serving in a position of authority. As a parent he sets no goals for his children and has no ambition for them beyond the factory. Graduation from high school is his highest educational expectation for them. If one of his children attends a state college, it is a miracle; a private "prestige" college is unthinkable.

The children of the Greenville Franco-American are considered passive, unable to learn, almost retarded. If one child in a Franco-American family is a poor pupil, the teacher may assume that all the children of that family will perform poorly in school. A class where the great majority of the children are Franco-Americans is often assumed automatically to be a "dumb" class.

The Franco-Americans are largely felt to be deserving of their low status. They feel inferior, it is said, and are treated as such. They are happy with second best and are content with their lot.

The above picture seems quite vicious, but it is surprising how many Franco-Americans feel this way about themselves. Filled with defeat like blacks before the Civil Rights movement, they are fond of saying "We don't get into that club" or "They wouldn't hire one of us for that job", as if their situation were irreversible.

The danger lies not in the existence of the stereotype, but in the degree of acceptance of that stereotype by the Franco-Americans themselves.

Discrimination

As a people of northern European origin, largely indistinguishable from the Anglo-Saxon population, the Franco-Americans are not singled out for the kind of "eye contact" discrimination reserved for the black and Hispanic minorities of the United States. The discrimination against Franco-Americans centers upon attitudes held by non-Francophones toward the working-class population.

In school, Anglophone teachers tended to expect less of their Franco-American pupils. It was generally assumed that they would not attend college and even the brightest Franco-American children were ignored. The schools tended to abandon these children to the mill and the shoe shop and their lack of achievement became a self-fulfilling prophecy. As one Franco-American woman who had graduated from the local school said, "If someone expects less of you, you expect less of yourself".

No attempt was made to deal with the linguistic problems of many French-speaking children. They were often ridiculed by their teachers before their Anglophone classmates for their faulty English. As a result the Franco-American child often received a much poorer education than his Anglophone counterpart, simply because he did not seem much worth teaching. Resigned to not understanding, he lapsed into a silence which seemed to fit the stereotype of the docile, passive Franco-American child. The Anglophone teachers were not only unable, but normally unwilling to respond to his language difficulties. The child was merely "dumb".

The denial of equal educational opportunity to Franco-American children in the early grades has set the pattern for their lack of achievement as adults. Because they could not afford to own automobiles until the early nineteen-fifties, most Franco-Americans were quite literally locked into Greenville. Since they were largely immobile, they had to accept the wages offered them by local industry.

Already programmed for poor achievement in their early school years, they lacked even the necessary training for skilled labor and their earnings as unskilled or semi-skilled workers could not provide post-secondary education for their children. The usual pattern of -- no schooling -- no decent salary -- no advanced training for one's children -- is evident.

The discrimination of which we speak is generally that of the Anglophone middle-class toward the lower middle-class Franco-American. Because the middle-class Franco-American is deeply reluctant to make any public accusation of discrimination, feeling perhaps that to do so would demean him, he becomes an unwitting ally of the very bigots who have attempted to exploit the relatively docile working class.

No Franco-American in New England has ever brought suit alleging discrimination, even though patterns of discrimination obviously exist. But if it is true that there are no Franco-Americans in managerial positions in areas with large Franco-American populations, it is often also true that there are few Franco-Americans educationally qualified to fill those positions. The issue of discrimination is thus blurred by the obstacle of lack of training which hinders advancement.

Since the differences between Franco-Americans and Anglophones are quite subtle, many Franco-Americans, when questioned about discrimination, can only

describe it as a "feeling", a sense of being set aside and excluded without really knowing why. Some tend to blame themselves entirely or, unwilling to accuse others of prejudice, blame the Church, the various traditional Franco-American organizations or neighbors for their problems.

This tendency of the Franco-Americans to seek enemies within their own ranks causes an implosion of rage and frustration which makes cohesive action impossible. Perhaps the reliance of the Franco-Americans upon Anglophone spokesmen is not entirely a matter of language, but results from mutual mistrust.

In Greenville and throughout the Mascenic Valley region, the advent of the bilingual project aroused the fears that the Franco-Americans would gain cohesiveness and influence through the educational program. Greenville has always been considered a "dumb town" by many of the Anglophones and, as we have shown, the town and its population have been continually identified with low levels of achievement. The non-French population looked on the Franco-Americans as inferiors and there were even some fears that the increased presence of Franco-American children in the public schools after the closing of the parochial school would detract from the quality of education being provided to Anglophone children.

In addition, the English-speaking population of the Mascenic Valley area had undergone a disappointing experience with educational innovation when the "open school" concept at the Mascenic Regional High School failed. Much of the hostility engendered by the failure of this experiment was transferred to the bilingual program which was considered "innovative" and therefore suspect. It was also suggested that Greenville, with its large French-speaking population, had an unfair advantage over the other two towns in the

district, Mason and New Ipswich, which could not qualify for the program under federal guidelines.

In fine, it would seem that the emergence of overt prejudice against the Franco-Americans in Greenville was prompted by the bilingual project and by the development of a certain sense of purpose and place among the Franco-Americans. The bilingual project created a feeling of pride and independence among the Francophone population, a feeling of being somehow special which provoked an ugly backlash in certain Anglophone quarters.

The great burden of the Franco-Americans is that they are in some ways a people twice conquered: first by the British and then by the poverty which drove them from their homeland. Even though they are racially perhaps more Celtic and Scandinavian than Mediterranean, their history has burdened them with a deep minority mentality which is all the more insidious and onerous because it is so difficult to conceive of them as a minority. It is as if they bore some hidden festering wound, some pain which they cannot articulate that slows their progress and bends their backs and yet remains invisible.

The Franco-Americans of Greenville came to believe in themselves, in their ability to trust each other and to support their language and culture. In throwing off an ancient burden, they suddenly became a threat. Healed from a wound, they became a cohesive force. Supported by those many Anglophones who believed in the advantages of the project for the community, they maintained their solidarity and strength in the face of bigotry and jealousy.

The opposition came from those elements in the Anglophone community which could not bear to see the Franco-Americans removed from their traditional position as uncomplaining and docile mill-workers. For if the Franco-Americans

desire more education for their children and begin to speak standard French, the old stereotype would be destroyed. It would be difficult to claim any longer that they were "not really French."

The image of Greenville's Franco-Americans has been changed irrevocably by this project and by the rise of the Francophone movement in New Hampshire and throughout New England. The discrimination which the Franco-Americans will face in the future will grow not, as in the past, out of smug contempt, but out of fear and jealousy. The old inferiority complexes are bound to vanish.

Critical Voices: The Project's Flaws

The bilingual project at Greenville was the first French-English project in the nation and like all new things, it was not without flaws. Some parents and teachers were afraid that too much time would be taken away from the English curriculum. Their feelings were influenced by the old bilingual parochial schools in which Francophone pupils, who received French instruction in the morning, were segregated from Anglophone pupils who received their instruction entirely in English. What was learned in English was not reinforced in French and, in most cases, the English and French curricula were entirely separate. In the bilingual projects established under Title VII, what is taught in French is reinforced in English, so that the schizophrenia of the old parochial curriculum is avoided. The child does not develop gaps in his vocabulary in either language and he learns to express himself fluently in both French and English.

Some bilingual teachers, although accustomed to teaching French, were apprehensive at the thought of teaching in French. Others, used to the atmosphere of a high school, wondered if they would be able to adjust to working

at the primary level. A few, speakers of standard French with no familiarity with the local Franco-American dialect, feared that they would be insensitive to the problems created by the home language of the children. In addition, some of the monolingual teachers involved in the project became somewhat uneasy as they realized that their lack of knowledge of French was a relatively serious handicap.

Most of the fears expressed above were quickly dispelled, but some definite criticism did remain:

1. The gravity of the problems existing in Greenville was never fully understood until nearly two years after the project began. Even the bilingual teachers at times underestimated the deficiencies of the Franco-American youngsters because they seemed too incredible.

The monolingual teachers continually discovered that some Franco-American children, even some in the third and fourth grades, did not understand the simplest English words. One little boy, when asked to check his work before handing it in, made check marks next to each question which he had answered.

2. The parents of the children should have been more intimately involved in the project. When the project began, many of them were not aware of the low achievement levels of their children and consequently could not fully appreciate the great progress which their youngsters had made during the five years of the project's existence. If the parents had been fully aware of the project's goals and direction from the very beginning, there

would have been a unifying effect upon the community.

Over the last two years, people in Greenville have come to talk about "our project" instead of "the project". With better dissemination of information, this result might have been achieved earlier. Perhaps a part-time director of community relations might be appointed to inform the population before the establishment of other projects.

3. The many people in the State who supported the project and who believed in it were not encouraged to praise the project publicly. Obviously, the project administrators cannot and should not be in the business of doing public relations, but they can certainly urge parents and friends of the project to discuss its achievements openly and to give it statewide visibility.

As it happened, the project was maligned by a series of distorted rumors which would have been given no credence if the project had had a clear public image.

4. The community was not exploited sufficiently as a "cultural cradle". The cuisine, the handicrafts, the uniqueness of Franco-American culture as represented in the community should have been more on view. Local Francophone musicians should have been encouraged to demonstrate their talents in the classroom.
5. In the early months of the project, children were removed from the classroom for bilingual instruction. This abrupt separation tended to reinforce feelings of "difference" and was both pedagogically and psychologically unsound.

6. There was a general distrust and hostility toward the children involved in the project at the Mascenic Regional School in New Ipswich where grades 6-12 are housed. The open opposition of New Ipswich parents to the project, transmitted through their school-age children, caused some tension between the Greenville children and the New Ipswich pupils at Mascenic.

The learning experience at the Mascenic School was further hindered by the "open school" concept in which the vast areas without walls seem to provide nothing but noise and confusion. The project did not belong in this school.

7. The Federal guidelines should have been amended to allow the project to operate in all three towns in the Mascenic region - Greenville, Mason and New Ipswich. At New Ipswich, the center of opposition to the project, many parents felt that the Greenville children were being singled out for special treatment. New Ipswich would have qualified for a Finnish-English project, but such a project would have had limited appeal for non-Finnish parents.
8. The Office of Education in Washington should rewrite the Federal guidelines on Title VII projects using clear, simple English. The present guidelines are couched in such murky syntax that they are easily twisted and distorted. A question-answer format could be devised which would reply directly to most of the usual suspicions and objections raised in communities for which projects are planned.

9. During the life of the project there were too many changes in the instructional plan. These frequent changes disturbed the organizational continuity of the curriculum.
10. In future projects, the teacher training must be extended. It was felt that a truly effective bilingual teacher needs between five and seven years of on-the-job training and supervision. This training must have a continuity and direction unimpeded by any abrupt changes of direction or idle experimentation.
11. Ideally, all the teachers in a bilingual project should be bilingual. Monolingual teachers impose a burden on the bilingual staff.
12. There is not enough reality for the French language outside the classroom. French films, videotapes and records should be provided. Local radio stations might even be encouraged to play the "top ten" from France and/or Québec. Older children should be encouraged to visit a Francophone country.
13. Children at the second and third grade level seem to speak less French in class than the younger children. This may result from a consciousness of the lack of reality for French mentioned in (12).

CHAPTER TWO

DESCRIPTION OF PROGRAM

- a) INSTRUCTION
- b) MATERIALS DEVELOPMENT
- c) STAFF DEVELOPMENT
- d) COMMUNITY INVOLVEMENT
- e) MANAGEMENT

a) INSTRUCTION

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INSTRUCTIONAL COMPONENT

Before the inception of the Title VII program in Greenville, little provision was made to meet the educational needs of those students with a dominant French background. The schools were inadequately equipped. New instructional materials were lacking and existent materials were antiquated. There was little opportunity for the Greenville teachers to familiarize themselves with new materials or to acquire the expertise to develop new materials. There was a need to perfect teaching techniques. On the whole the situation in the schools of Greenville was similar to that of many other small town schools in the United States.

In education throughout the United States, the community, school boards, school officials, and the teachers are aware that educational objectives often are not clearly identified. The evidence of children learning is fragmentary, frequently poorly documented and often not disseminated to parents and the community at large.

During the past five years, the Greenville bilingual program has created a very close relationship between the instructional process and the support activities such as: staff development, materials preparation, and parent and community involvement--all had become a part of the educational process.

Overview of English Curriculum

Innovations in Curriculum Development

Because of the abilities and creativity of teachers who staffed the Greenville schools during the past five years, the English curriculum has continually undergone change and growth. The staff of teachers has been willing to experiment with, to test, and to modify innovative ideas and materials. Teachers not only were interested in teaching the basic three-R's but also were concerned and committed to equipping the Greenville children to function effectively in

the American school system while strengthening French cultural identities. The teachers provided flexible scheduling of pupil time. This was criticized frequently during the five years due to a misunderstanding of this process. Some in the community confused individualized instruction with permissiveness which was not a characteristic in the Greenville classrooms. For part of the school day, through a system of staggered scheduling, classes were divided into small groups of approximately six to ten students so that children could receive more individual attention from the teachers. An effort was also put forth during the five years to create "activity centers" in the regular classrooms, so that each child could learn at his own rate of speed, and develop his own special interests as part of the regular classroom learning process. The activity centered approach was often used during the second and third years of the program for grades one through three. These activity-centered classrooms were experimented with under the guidance of teaching fellows from the University of New Hampshire. At the same time these classroom centers served as workshops for the EPDA fellows (Educational Professional Development Act, U.N.H. Early Childhood Program).

A restructuring of the curriculum in the area of students' oral English skills was afforded by the teachers emphasizing the use of foreign language techniques in the teaching of English. Group or individual English as a Second Language sessions were planned for those children whose English oral skills drastically needed improvement due either to their ethnic background or lack of basic oral language skills. A variety of instructional materials was used during the years to enhance various oral skills. Such materials as the Alpha One Phonics Program, Miami Linguistic Readers, The Talking Storybook Box, The Talking Page Machine, Systems 80 Machine, Wollensak Teaching Tapes, Peabody Kits, etc., were employed in the classrooms with considerable success.

One of the most dynamic and important innovations in Greenville's curriculum was the creation by the Title VII program of a bilingual kindergarten--the only public kindergarten in the Mascenic district. Lower grade teachers have since documented drastic differences in school achievement between those children who attended kindergarten and those children who did not. Readiness skills such as visual discrimination, auditory discrimination, left to right classification as well as the development of gross and fine motor skills were developed in kindergarten. Children with kindergarten experience have higher achievement test scores than those who, in prior years, did not have the opportunity to attend kindergarten.

Innovations in Staff Development

The Mascenic Bilingual Program provided an opportunity for the teachers to become familiar with innovative teaching tools, and furnished the background knowledge for them to create their own instructional materials. Through Title VII funding, pre-service and in-service workshops, the Greenville teachers, as well as teachers from the other district schools, were given an opportunity, formerly lacking in the Mascenic district, to plan and implement techniques and materials to improve their classroom teaching. The staff was thus able to use the time allotted for classroom preparation more effectively to assess and more adequately meet the needs of individual students, to conduct independent research, to develop teaching skills, and to exploit new techniques through various media. Program objectives were formulated in terms of desired student learning outcomes. Assessment techniques were employed to measure achievement of intermediate and terminal learning outcomes. Along with developing and implementing the instructional objectives, the planning of weekly and daily lesson plans, the reviewing of instructional materials, and the evaluation of pupil achievement, the teachers also explored new instructional

techniques such as individualized instruction and the use of paraprofessionals. Through sharing ideas, previewing and evaluating new educational materials, discussing classroom problems, and attending weekly after-school meetings and other regional, state, national and even international professional meetings, the Greenville teachers have been involved in on-going self-evaluation of their teaching methods. Thus the effectiveness of the Mascenic educational program has been greatly enhanced as evidenced by the results of achievement testing over the past five year period.

Innovations in Measuring Achievement

Before the inception of the program, very little diagnostic, aptitude, and achievement testing was done in the Greenville schools apart from that required or suggested at the state level in grades two and four. A variety of evaluation instruments was lacking. There was a need for continuous feedback to teachers on pupil achievement and areas of difficulties. Evaluation, which seemed to pose a threat to some at the onset, was finally viewed as an integral part of instruction. Teachers have since made excellent use of diagnostic and achievement tests. Using the data from these various tests, as well as the data from their own evaluation, the staff has kept adequate and concise case studies of each individual student during the past five year period. More achievement and diagnostic data on Greenville pupils have been compiled during the past five years than in previous years.

Innovations in School Staffing

Since its beginning the Title VII program has tried to secure a closer link between the school and the home. Parents have always been welcomed into the classrooms to observe and/or to participate in classroom activities. By setting up special annual visiting days at the beginning, the program has tried

not to make parents strangers to their child's classroom. Several parents were employed and trained as para-professionals to work with teachers in the school setting. Utilizing paraprofessionals as instructional aides freed teachers from their tedious incidental chores thus allowing them to use their time more effectively for lesson preparations and individual help. The para-professionals also were able to help those pupils needing individualized attention as well as assist the teachers in the preparation of special projects, and direct small, group work. They monitored and assisted students individually and in groups in such learning tasks as language usage, computation skills, etc. They also helped new students to adjust to school. They observed students to identify problems and they provided an appropriate cultural model for bilingual students facilitating and encouraging success in school.

Overview of French Curriculum

Since the program's onset, there have been two French language instructional approaches: one for those students fluent in the French language and another for the less fluent students. The fluent group was composed of Franco-American students who did not need remedial work in English and who were capable of doing supplementary work in French. This group also included Anglo-Americans adept at learning a new language who were capable of doing supplementary work in French. These students, both Franco and Anglo-American were chosen at the beginning of the school year on the basis of their language ability and interest.

Focus of French Instruction

Areas of concentration for both Franco and Anglo groups were similar in subject matter, both in scope and in depth. The major focus for the more fluent

group was placed on the preservation, improvement, and perfection of advanced skills in French whereas, for the less-fluent group, the focus was placed on simple acquisition of these basic skills.

The formulation of activities to carry out the above objective was sporadic and in need of greater organization during the first years of the program's existence. Changes in sequencing occurred as the program progressed. A more structured and a more coordinated French curriculum was developed. For example, what after the fifth year was termed oral control, took in, at the program's inception, activities to acquire or reinforce oral expression, fluency, conversation, standard expression and pronunciation, and improvement of oral vocabulary. The activities planned to teach these skills all seemed independently formulated and unrelated to each other. During the last years, however, all activities covering oral control were drastically more interrelated and intelligently articulated.

Development of French Oral Control Skills

Oral control in the language was the major objective of the French instructional component throughout the five years. Previously, activities to develop these skills centered around films and a variety of instructional materials including a carefully selected body of linguistic concepts using the FLICS materials. These latter materials were originally designed for Spanish speaking students and disseminated to other bilingual programs in other languages for adaptation. Remedial non-standard French linguistic structure contrast was also stressed. Individualization of instruction was done by having the teacher tape pronunciation exercises and pattern drills to correct certain dialectal mispronunciation of the more-fluent children. Teachers stressed accurate control of standard vocabulary taken from the Français Fondamental Basic Word List drilled through the use of the audio-flashcards, "loto" games, realia, and

directed discussion. None of the afore-mentioned activities, however, provided a sound sequential process. Each one suggested procedures to achieve almost unrealistic outcome. As the Greenville program progressed, there was evidence of structuring of all activities, interrelating them with the activities planned for other skill acquisitions such as reading and writing. Later student performance objectives were more thorough in scope, or at least seemed to be, and were less vague.

Development of French Reading Skills

Recent adaptation of the theory based on oral control of the language helped to organize all other learning activities. A reading scope and sequence guide designed by the program's consultant, Yolande Plante, was written to fit the needs of the program. This guide gave direction to the French program by providing a concise and articulated reading method which was found to be lacking in the first years of the program.

Fruitless Efforts of Previous Attempts

As stated previously, French reading objectives were either too unrealistic or not challenging enough for the students. There was lack of curriculum sequencing which prompted the suggestion in the 1970-71 evaluation report that the French program objectives be revised. Just as serious was the fact that two unrelated reading methods, Méthode de lecture spontanée and Methode Boscher were adapted. A lack of a sound gradation was the most obvious result.

Development of French Writing Skills

Plante's Reading Scope and Sequence Guide (Habilités A Préparer en Lecture et un Ecriture Française) allowed for activities stressing skills which were carefully formulated and graded. In the beginning, activities dealing with the manipulation of verb forms according to the context of the Boscher method and

with the transcription of oral reports were considered dull. More interesting and practical activities carried out and retained throughout the five years included transformation-substitution exercises and sentence restorations.

Development of Subject Area Skills

During the first three years emphasis was placed on the learning of Math, Social Studies, and Science concepts in French. Gradually, and especially during the last year of the program, emphasis changed to the learning of content area vocabulary and sentence structures to increase the pupils' French oral language control.

French as a Second Language vs. Bilingual Curriculum

Teaching the French language through the subject areas instead of teaching the subjects in the French language is what made the Greenville Title VII program unique. Unlike a normal Foreign Language in the Elementary Schools (FLES) program, Greenville's curriculum allowed for more than the memorization of often irrelevant and impractical dialogues and readings. It placed emphasis on French as a vehicle for communication in all areas. The Greenville project did not allow French or "language-learning" to become an end in itself, as has happened in so many so-called "foreign-language" programs.

Evolution of Content Area Curriculum

After having first studied mathematical concepts and vocabulary in English, the children learned them in French. Then, during the program's last years, French units in Science and Social Studies as well as Math were taught to reinforce activities in French language arts. After five years of these procedures, the Greenville curriculum seemed well on its way to achieving a unique and very real bilingual function.

French as a Second Language; Overview

Those students placed within the second approach, which included non-Francos and less-fluent Francos, received only a general introduction to the French language. During the second year of the program the children from the neighboring school district towns of Mason and New Ipswich were included in this second approach. Since U.S.O.E. Title VII guidelines did not allow for the participation of students from communities with a low concentration of Franco-Americans, after the second year Washington insisted that these two towns be excluded from participating in the program. Even at that time, this move was foreseen as a detriment to the future smooth continuation of the program after termination of federal funding. Already, the staff felt that the cooperative nature of the Mascenic School District required revision of Mason, New Ipswich, as well as Greenville curriculum, especially since Greenville students would, in grades five and six, be integrated with elementary pupils from these two other communities. If the bilingual program were indeed expected to expand ultimately into grades five through twelve, it seemed imperative to take steps to provide appropriate bilingual education for the students in grades one through four in Mason and New Ipswich. A failure to develop this component would seriously impair the possibility of the project being integrated into grades five through twelve of the district.

Development of French as a Second Language Approach

For the "less-fluent" students activities were planned to teach the four French language skills of listening, speaking, reading, and writing, using an adaptation of the En Avant Stage I-A materials, an adaptation of the Peabody Language Kit, and the Laguna Language series, along with teacher-prepared materials. The students were introduced to the basic sound/letter correspondences. They

were drilled to communicate orally in French and to understand simple French sentences. Emphasis was placed on the reinforcement of listening comprehension skills by concentrating on a smaller vocabulary range than that of the "more-fluent" students. They also followed a slower reading/writing development and a less thorough content-area reinforcement. This was because the "less-fluent" students were already underachieving in English skills and they needed more help to acquire the necessary English language abilities first, or because French was truly a "foreign" language to most of them and so they needed to move at a slower pace. Approximately thirty minutes of French, five times weekly, was allotted to the Greenville students, while the students in the surrounding towns received only fifteen minutes, five times weekly.

Evolution of the French-as-a-Second-Language (FSL)

After the Non-Greenville students had been excluded from the program, the French-as-a-Second Language approach gradually evolved into a more integrated bilingual track. Those Greenville students remaining within this track received basically the same instruction in content areas as the fluent English students. An emphasis was thus placed on the reinforcement of the English subject matter rather than on developing French oral skills for conversation.

Over the five years, the Title VII program gradually enhanced the existing educational setting in Greenville. It helped revamp the curriculum by instituting individualized English instruction. It acquired sufficient equipment, audio-visual and mechanical, to carry out such instruction. It supplied para-professional help to the Greenville teachers, which allowed these teachers to concentrate more directly on reading deficiencies. It provided in-service and summer workshop for these same teachers in the various areas of instructional methods and techniques. It instituted a public pre-school program previously

non-existent in the regional school district and, most important, it provided for the success of the students of dominant French background. Finally, the Title VII program permitted the acquisition of a variety of materials and techniques for teaching children in both English and French languages.

b) MATERIALS DEVELOPMENT

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MATERIALS DEVELOPMENT COMPONENT REVIEW

Most educators recognize that the bridges between quality performance-based instruction and good teaching methods in the classroom are the teacher and the materials used to change student learning behavior. We will indicate in the review of staff development, which follows, the changes that occurred in instructional competency of teachers during the period of the Mascenic bilingual effort. This section of the report will describe the materials employed and/or developed for program use, together with their effect on instruction within the Mascenic Bilingual Program as observed by the classroom teachers and the bilingual specialists. A five-year effort such as this program utilized many experimental materials. It is impossible here to analyze all of the materials selected for use in the program. We have, however, attempted to describe below a few of the most usable materials and to indicate how they were used successfully. The evaluator has noted that, throughout the project, selection of materials was made only with unanimous approval of the entire staff: teachers, specialists, the project director, and the elementary-level principal. It can be said that the best possible communications have existed between Greenville staff members regarding material selection and adoption.

Review of Accomplishments

In the Beginning

It is important to describe here the classroom scene relative to materials at the moment that the project began. The district schools were traditionally oriented to a "one student- one textbook" approach in instruction. At that time, the course of study was dictated in Math, Science, English and Social Studies by the Table of Contents of each selected subject-matter text.

Regimentation extended to reading skills in English where there was little variation in books or teaching techniques allowing for individual student differences.

Initial Effort of Bilingual Specialists

In 1969-70 the initial effort of the two bilingual specialists was to identify additional materials to support and improve the English language instruction in the traditional subject matter areas. Additionally, the two specialists identified and began limited implementation of French language materials. The bilingual specialists found this latter activity to be fraught with difficulties, since no clear and concise curriculum outline or course of study existed at that time. During the organizational phase of year one, the best that can be said was that the students were exposed to bilingualism in the classroom.

Establishment of Materials Development Objective

In 1970-71, the emergence of a well defined set of program objectives produced the following general objective for the materials development component:

"The director and the project staff will identify, select, acquire and adapt, if and where necessary appropriate instructional materials in French, English, mathematics, science, and social studies, as well as related tests, test analysis, prescriptive material indexes, and pertinent professional reference materials. All such materials will be organized into a resource center, to which all teachers will have access in planning and implementing large and small group instruction, the extension, revision, and amplification of basic curriculum materials and related methodologies."

Essentially the product/process objectives extracted from the above general objective were organized around three major functions: acquisition of materials, adaptation of existing materials, and development of new materials were essential to implement successful program instructional methods and to achieve specific products or goals.

Acquisition of New Materials-Checklist

When the project director had assumed his responsibilities in October of 1969, one of his first activities had been to make arrangements for various vendors of educational software to meet on a regular basis with the instructional staff to display and describe a selection of materials and their suggested classroom application. Teachers discovered early that it was helpful to develop a twelve-point checklist containing a critical rating scale for selecting new materials. More important, however, was the need for a consensus of positive opinion among staff members prior to any extensive purchase of instructional materials.

Review by Advisory Committee and Parents

Major material purchases, particularly those involving visual aids and tapes with appropriate projectors, recorders and other hardware as well, were reviewed not only by the staff but also by the project advisory committee and community-parent groups. The reason for such a parental review was not professional acceptance, but rather recognition by the parents and other lay groups of the projects' attempt to improve instruction through the purchase of quality materials associated with formal learning objectives.

Need to Relate any New Materials to Objectives

As newly published materials were reviewed for potential usage in the classroom, the simultaneous development of behaviorally-stated objectives made the selection of such materials more valid. But in many cases it became quickly apparent that there was a serious lack of commercially-prepared materials to serve specific classroom needs, especially in French grammar and reading which related to the English program. The staff found that the best commercial materials available were written in English and that adaptation by translation into French took considerable time and effort.

Each year for the past three years, a new grade level was added to the project, so that orderly material acquisition was an essential part of the entire project effort.

Unique Reviewing of Materials

It has been mentioned above that the teachers had difficulty in identifying usable French materials. At various times during the project, both teachers and director had the opportunity to visit several French

language bookstores and libraries in Sherbrooke, Montreal, and Quebec City, Canada. Most often teacher-perusal of such potentially usable material was accomplished in conjunction with attendance at conferences and meetings.

Resource Center Development

Copies of all materials acquired as well as those later adapted or developed by the staff were placed in a resource center as well as in the classrooms. Bilingual specialists, teachers, staff training consultants and the curriculum coordinator made extensive use of the materials contained in the resource center. All materials were cross-referenced and catalogued for easy access by teachers.

Adaptation of New Materials

As the teachers became familiar with the specific suitability of needed materials, the lack of prepared materials became more and more obvious. Adaptation became essential, and in most cases this was easier than developing entirely original materials. Many hours of teacher time were spent cutting and pasting French translations or narratives into existing subject matter texts and reference reading materials written in English. It is safe to say here that most all materials used in the project classrooms needed some adaptation. Naturally when the staff had to select new materials, one of their first questions was, "How much time must be spent to adapt ". In 1971, the evaluator cited his concern for materials development. He stated:

- a) lack of local facilities, meaning media, equipment and space;
- b) no plan for released time for teachers;
- c) the multitude of duties that teachers were asked to carry out.

All of these problems had their effect on the quantity and quality of materials adaptation.

The project director recognized the validity of these concerns. Realizing the critical need for good materials adaptation, he tried to provide a positive situation for adaptation to take place. The resource center was equipped with reference and source materials needed to perform adequate adaptations. By hiring substitutes, he was occasionally able to grant released time to teams of teachers. He even reassigned to classroom aides some of the duties originally carried out by the teachers themselves. He held regular review meetings on materials. All of these changes made materials adaptation more feasible and efficient.

Developing New Materials

The bilingual staff found that no materials existed for some areas of concentration described in their new performance-based curriculum. For example, units in botany, astronomy, and weather had to be fully created from teachers' concepts and established objectives. Special materials associated with holidays such as Thanksgiving, Christmas and Halloween were unavailable and therefore were designed and constructed by the staff. Evaluative tests pertaining to French comprehension were required and again had to be created from the original ideas of the project staff.

A most useful tool in developing new materials was the hiring of an art illustrator who was able to translate teachers' ideas into meaningful visual aids that were both colorful and artistic. Original creations such as flashcards stressing vocabulary in science and language arts were most useful to the classroom teachers. On a given day, a visitor to the Mascenic project could watch the art illustrator designing caricatures to accompany test statements which were designed to refer to facial expressions which the student would be asked to identify verbally.

Sharing the Results of Project Efforts

The problem of acquiring, adapting, and developing new materials, was not unique to the Mascenic Bilingual project, but rather was common to all projects within the national French-English bilingual effort. The Mascenic staff recognized their responsibility to share materials that had been proven out successfully in their classrooms. At the annual French Title VII Conference sponsored by the Service de Liaison in Madawaska, Maine in 1972 and again in Boston, Massachusetts in 1974, the Mascenic staff displayed their materials and openly discussed the values and shortcomings of their original materials with interested teachers and administrators from the other French projects.

Outstanding Materials of the Project

In the introductory statement to this section we related the impossibility of discussing all of the materials developed by the people of the Mascenic project. As part of our professional responsibility for dissemination, the bilingual staff is presently preparing an extensive annotated bibliography of French books which have been used by the project during the past five years. This bibliography will be made available through the Service de Liaison in the very near future.

c) STAFF DEVELOPMENT

STAFF DEVELOPMENT EFFORT

The General Objective to be achieved by the Bilingual Program in the Staff Development component was first stated effectively in the Second-Year Proposal 1970-1971:

OBJECTIVE:

"Teachers participating in the program will create a curriculum sequence, including both method and content, under the guidance and direction of the Project Director, which will be supportive of the achievement of the expected program outcomes and criteria levels, and will provide for formulating necessary change."

The bilingual program developed in the pilot stage in grades 1 and 2 was to provide guidelines and serve as a model for expanding bilingual instruction to grade-levels 3, 4, 5, and 6. It also was to serve as a model for further programs instituted throughout the Mascenic Regional School system and any other French-English bilingual education program in the country.

The process of staff development for this 5-year effort is described in the following section. Although it is impossible to communicate all aspects of staff training unique to this project, the major topics presented here should aid the reader to recognize the need for such evolutionary processes in any project of this type.

Review of Accomplishments

Pre-service Effort

In the summer of 1969, following initial approval of the Mascenic Title VII Bilingual Program, it was recognized that a well-trained staff was essential if the project was to succeed. Two bilingual specialists having extensive French teaching experience were employed in the late summer of 1969.

A pre-service training program was immediately begun with the two bilingual specialists visiting professional experts in Montreal to review the latest methods of teaching French reading. Additionally members of the project-planning team led by one of the original proposal writers, Mr. Paul Heckman, traveled to Ontario Province in Canada to study existing bilingual programs. This visit greatly helped the Mascenic planning group to comprehend the enormous task which lay ahead of them.

As school began in September and while the planning group was busy trying to select a program director, the two bilingual specialists began familiarizing themselves with the Greenville schools, the local students, and their community.

Initial Staffing Pattern

During the first year of operation of the project the staffing pattern for the bilingual program was a very simple one. It consisted of the project director, two bilingual specialists (teachers), and a part-time paraprofessional aide. These four persons were the only additions to the regular staff of the Greenville elementary schools, which were to continue their normal organization only now in formal association with the bilingual project.

Professional Characteristics of On-Going Staff

At the initiation of the project, most of the existing staff of the elementary schools were new, minimally-experienced teachers or long-term local educators established and living in the community. Most of the Greenville teachers had been found at near-by N. H. State Teachers Colleges or the State University. Monolingual (English) teachers predominated and their acceptance of a Franco-American bilingual program was not easily won. Traditional single-group instruction was the normal teaching technique used in the classrooms. Following a period of insecurity that had to be overcome by the director and bilingual specialists, these regular monolingual teachers found that the bilingual project could allow them in a non-threatening way to up-date their teaching skills for more efficient teaching. Local staff responsiveness first became evident during 1969, and continued its upward swing during the remaining years of the Mascenic program.

Emphasis on Measuring Instruction

Very little had been done prior to the initiation of the bilingual project to measure the success or failure of learning in the Greenville schools. The recall of teaching results and staff planning for learning were sometimes coincidental rather than purposeful. Robert L. Mager's book Preparing Instructional Objectives introduced the classroom teachers to the need for better planning in the instructional program. As Dr. Mager pointed out, teachers must recognize the importance of stating what they want to accomplish, how they are going to accomplish it and how they know when it has been accomplished. When the aforementioned concerns precede instruction both teachers and students realize how they must perform. This, of course, is what is referred to as a performance objective. The end result of a well-stated performance objective is to see a positive behavior change in students which can be measured by that behaviorally stated objective.

It becomes obvious that the first task for the project staff should be to learn how to develop performance objectives. The effort to train teachers to first accept, then search for, adapt and/or develop behaviorally-stated performance objectives was a major effort in 1969-70. Few New Hampshire schools had ever heard of a behavioral objective and, needless to say, at that time, local teacher-training institutions were not training teachers in this most important aspect of education.

Greenville teachers were also beginning to see how individualized instruction and their new-found knowledge of behavioral objectives were related. Effective individualized instruction this early in the project was not yet a serious goal, and only a general awareness level among local staff was achieved.

Searching for Measurable Objectives

ERIC (Educational Recovery Information Center) materials and I.O.X. (Instruction Objectives Exchange) objectives were reviewed and the usable elements were extracted by the local teachers. Unfortunately existing written objectives that related to the planned bilingual program design were very limited. Teachers found it essential to create their own objectives. Since time was limited the teachers wrote their objectives as they taught each subject-matter unit, certainly learning through their daily experiences. The teachers considered it excellent that they receive immediate reinforcement of carrying out a unit or task objective right after having developed it.

Where there was no time for individual teachers to write objectives and individualize the program, the staff worked as a group. By June of 1970, a desire to accomplish more individualized work made summer in-service training necessary if the program was to continue more efficiently.

Summer Workshop 1971

A one week workshop held in the summer of 1971 trained both monolingual and bilingual teachers to:

- a) select an objective;
- b) write it measurably;
- c) pre-assess the student's knowledge;
- d) carry out the appropriate instruction;
- e) evaluate the instruction in light of the child's overall achievement.

According to a questionnaire completed by the staff, it appeared that, as the 1971-72 school year began, teachers had indeed gained the confidence essential to plan and implement measurable learning for their students. The effort established at that time has been continued throughout the project's duration.

The summer workshop effort proved also that better planning and improvement of instruction could be accomplished in the summer when teachers did not have the pressing duties of daily classroom preparation.

Encouragement of Visitation and Personal Professional Improvement

Not all of the effort in curriculum development came from the workshops. Teachers were encouraged to visit innovative schools attempting to establish a similar criterion-based learning program. One of the bilingual teachers completed a course in teaching elementary school math at the State University; then he wrote performance objectives dealing with the "new math" system, following this up by translating ten math lessons from English into French. This points out another area that made the task of writing objectives difficult: not only was there a need to develop appropriate objectives, but essentially all of the objectives also had to be translated.

Linkage with the Educational and Professional Development Act (E.P.D.A.) Project at the University of New Hampshire.

Obvious staff enthusiasm for improving the quality of teaching and learning was growing out of project involvements at the end of the first year. The project management was surveying the possibility of formal linkages with teacher-training institutions.

A linkage with E.P.D.A. was developed, which allowed two Greenville teachers, one bilingual and the other monolingual, to participate in a graduate training program related to the bilingual effort. The program included a 9-week summer session and a year long practicum. Following completion of their degree these two teachers set up a multi-age classroom for under-achieving children. They trained one aide in small group instruction techniques and in the use of media. They conducted parent-teacher conferences, gave readiness tests to all 5-and 6-year olds in the community and conducted staff meetings where the participating teachers shared materials and techniques used in their activity-centered classroom. Without this kind of encouragement, produced by releasing teachers for further training, a continuously positive and growing program is difficult to maintain.

Attending American Council on the Teaching of Languages (A.C.T.F.L.) Conferences

In 1971-72 attendance at conferences to exchange ideas became an important component of staff development. The teachers and the project director attended American Council of Teachers of Foreign Language meetings as funds would allow. Eventually people met at these conferences were identified as resource people for staff development sessions in Greenville.

It is important to note here the desirable effects of exposing classroom teachers to the expertise of educators attending regional and national conferences. Too often in projects such as this one, management alone has

the opportunity for exposure of this type and little of what is learned can be related to positive changes in learning by students. Attendance at conferences by classroom teachers results in the possibility of implementing new, constructive ideas for revising instruction in the classroom. This often seems to work better than information simply handed down for classroom use by management.

Concern for Cultural Development

After an initial emphasis on creating an essential performance-based individualized program, teachers were directed to consider another important aspect of their training: cultural development.

Trips to nearby Quebec and attendance at special sessions held at the School for International Training in Brattleboro, Vermont encouraged staff members to recognize that there was more to do than develop the mechanics of curriculum, discipline by discipline. The teachers had to gain awareness and then institute action to implement knowledge of and pride in the heritage and culture of Franco-Americans for Greenville students. During this year the concentration was on teacher learning since some bilingual teachers were American born and were somewhat uninformed on culture and heritage of Francophones in Canada and France.

Additional Project Staff and Activities 1971-72

In the Greenville classrooms during 1971-72 a general concern for improving teaching techniques was evident. The staff had added two more bilingual specialists plus a kindergarten bilingual teacher and had placed four bilingual teachers in the EPDA Early Childhood Teacher-Training Program at the University of New Hampshire. The project had also added seven teacher-aides and a new bilingual curriculum consultant. The additional staff allowed for planned expansion and further development of program elements.

New techniques incorporating the Piaget Theories, the use of Cuisinere Rods in math, and individualized reading machines are examples of the new abilities acquired by the instructors.

Additional staff necessitated constant communication and interaction among project and district personnel.

Weekly sessions called "Tables Rondes" became an important communication technique that kept teachers from isolation in their own little corners of the instructional process. Sharing and interrelating became as important as accomplishing individual objectives. Improvement techniques for student reading and math skills were developed and shared by teachers. Sessions using the video-tape recorder to improve skills (micro-teaching) became an accepted and valuable tool for staff improvement.

Summer Workshop 1972 - Concern for Coordination and Expansion of Goals

At the conclusion of the school year 1971-72 concern was developing for the training of teacher-aides as well as teachers. Most of the responsibility for paraprofessional training had been in the hands of each individual teacher. Some used aides for housekeeping chores and others employed them as specialists in individualized reading. By the end of 1972 aides were being used more effectively due to extensive staff discussions of the problem and the preparation of a written job description, identifying alternative uses of aides. By the summer of 1972 the workshop for teachers had been expanded to four weeks. Major goals of the project at this time included the further development of instructional objectives. By now teachers were very familiar with objectives, but time away from the daily school routine was required to write well thought-out objectives.

The improvement of instruction in French reading and the development of cultural awareness by staff were important. Within the workshop time there was an opportunity to learn from expert consultants in these two areas of concern. Also, and probably most important, time was given for each teacher to apply her own learning to her own classroom content while utilizing her own style of teaching, and of course this was done in concert with the other teachers.

Staffing and New Concerns 1972-73

In September of 1972 the staff consisted of six bilingual teachers, four bilingual aides and the regular school staff as well. Students in grades K through 5 were now involved in the bilingual program.

Teachers now concentrated their efforts on improving their own French reading and speaking skills. In the classrooms, cultural awareness began to be developed and taught on a measurable objective basis. The trips to Quebec, the total immersion in French at universities, the communications received through the Service de Liaison and other professional organizations began to be translated into an effective bilingual curriculum for the students. The curriculum specialists helped improve instruction by encouraging the teachers to develop a variety of alternative teaching techniques. Although time-consuming, the construction of many games and audio-visual aids improved instruction greatly during this year. It might be said that the staff began to "polish-up" their by now solid teaching skills. The addition of grade 5 to the project and its location at the Mascenic Regional High School, made communication more complex, and also important. The staff began to look at the curriculum as a continuum rather than as a batch of related skills at each grade level.

Summer Workshop 1973 - Individual Efforts in an Orchestrated Mood

By the summer workshop of 1973 the staff was in perpetual motion and the greatest need was enough time to complete the curriculum-building task. Discussion continued concerning the continuity of skill-building through each grade level for each subject. The gaps in the instructional continuum were identified and following a one-week formal workshop in developing techniques for teaching reading and other subject matter in French, each teacher dealt for two weeks with individual and group preparation and planning for the 1973-74 school year program.

Staffing Pattern 1973-74

As the school year began, the staffing pattern consisted of three bilingual specialists, five bilingual teachers, three monolingual English teachers, and three teacher-aides assigned to the program. The curriculum specialist had completed many of the necessary tasks, but could not be retained. Additionally, the director had the support staff of a secretary and adequate personnel for an adult education program effort that was begun in the evenings to reinforce the French language-learning needs of anyone in the community. The 6th grade students were added to the program to complete a K-6 sequence.

Final Year Effort 1973-74

Recognizing that this might be the final year of the program under Title VII auspices, teachers labored not only to complete identification of developmental tasks in all disciplines of the program but also to further integrate the learning from K-6 grades.

Formal test measurements of student progress became increasingly important to teachers. The measurements offered proof of how effective the established content was, as well as how effective the method of presentation of the

subject matter was to the students themselves. Materials which had been especially successful in the program were identified, as were the most effective teaching techniques. As the year ended, or more importantly as the 5-year effort ended, the program had fulfilled its obligation to staff development by producing teachers fully qualified to function in the regular school district program, as the district continued its program beyond 1973-74.

d) COMMUNITY INVOLVEMENT

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COMMUNITY INVOLVEMENT

Pre-Program Planning

Early in 1969 a group of school personnel and concerned Mascenic citizens met to consider the formulation of a Title VII Bilingual Education Program for the Mascenic Regional School District. For many years students in the local schools whose parents spoke French, had indicated achievement levels lower than those who had been raised in English-speaking homes.

The committee recognized that the goals of the Title VII Bilingual Education Program paralleled their concern for their children.

In the Spring of 1969, a Washington representative was invited to meet with the established Planning Committee to review the Mascenic Program and its needs concerning Bilingual education. As a result of this meeting and of a series of follow-up committee meetings, a formal proposal for the Mascenic Bilingual Project was submitted to, and approved by, the U.S. Office of Education in Washington.

Importance of Citizen Involvement

When the Bilingual Program began in 1969, it was evident that community support and involvement would be most important to carry out the project. The school district was at that time operating a controversial "open-concept" upper-level regional school which the voters had consented to build two years earlier. This school had been built without walls and an innovative individualized program had been planned. However, many citizens found that they could not accept so rapid a change from traditional ways in the education of their children.

Community Involvement

As a result of the negative experience with public concern for the "open-concept" regional school, the proposers of the bilingual program recognized that the continuation of anything begun under the Bilingual Title VII effort could be maintained and improved only if the people themselves understood and then endorsed the efforts of the project. With this in mind, a general objective stating the involvement level of the citizenry was written into the second year proposal as follows:

"Parents and the community-at-large will increase their support and interest in the program as demonstrated by increasing in knowledge of, positive attitude toward, and participation in the program to the extent of expressing a desire to have the program continue and expand to other grade levels and schools."

With slight variation this objective was maintained as the guideline for Community Involvement throughout the five year effort.

Review of Accomplishments

Organization at Origin

The original program proposal in 1969 identified the formation of a project Advisory Committee composed of community members from a variety of occupations, who were not necessarily bi-lingual. Only four of the original ten advisory committee members were bilingual as shown by the original proposal. Since the Mascenic School District is composed of the three towns of New Ipswich, Mason, and Greenville, the selected advisory committee members represented all three communities. Since Greenville was the "target area" for the project it had 4 members against 3 each from the other towns.

Educating the Committee

During the first two years, meetings were held 5 times a year. It was very difficult for the project director and his staff to make an advisory group fully aware of all the activities of the project in these limited bi-monthly meetings. When individuals in a small community are requested to serve on an advisory committee such as this they sometimes find it difficult to refuse even if they lack sufficient interest. So the committee struggled to learn the educational jargon. Explanations of the specific program objectives provided little more than a public sounding board for the staff. By the end of the second year, however, minutes of the meetings indicated an attempt by the project director to get more than surface involvement from the committee. There had definitely been a lack of outreach into the community. At this time the program demands on the director were great since the staff was not adequate to cover everything that needed developing. He did not have the time to direct the advisory group into further involvement. At the end of 1970, the evaluation zeroed in on the advisory committee and suggested more in-depth involvement for its members.

The committee did participate in the development of an information-gathering questionnaire sent to parents in the community. Although formal involvement in the project up to this time had been limited, their informal involvement through explaining program goals and objectives to questioning parents and community members had some positive effect. The second-year questionnaire to parents indicated that 75% knew something or more about the bilingual program, and that 90% to 100% of those responding were favorable to the program. However, the same questionnaire showed that less than 25% knew there was an advisory committee.

Beginning of Outreach

The sincere interest of most advisory committee members began to surface in 1971. Two years of information had made the committee knowledgeable and confident to speak about the program. So 1971 was definitely an outreach year for the committee. The project now had adequate staffing and therefore the project administration had time for further involvement with the advisory committee and community. The January 1971 meeting was a review presentation of the program by the project director and the advisory committee before the District School Board.

School Board Concerned

At the time of that meeting, the School Board and some citizens first evidenced concern for extra costs which might be incurred in hiring bilingual teachers beyond the limits covered by federal funds. Although this could be conceived of as a threatening problem in the future, in 1971 the School Board and most citizens felt positively enough about the program to want to continue it beyond the federal financing period. Other indications of increased advisory committee involvement at that time were indicated by the evaluator when he wrote: "During various meetings observed, the Advisory Committee members asked many questions. The kinds of questions asked were a form of Needs Assessment for the Project".

Growth in Committee Understanding

At the March 1971 Advisory Committee meeting, members indicated their first recorded concern to get more parents interested. Many felt students would lose interest if active parental support was not forthcoming. The more pertinent and intelligent, questions asked by members showed that growth was truly taking place within the Advisory Committee.

Committee "Hands On" Activities

In early Spring, 1970 the first "Soirée du Bon Vieux Temps" was presented by the children involved in the project with the aid of the project staff and the Advisory Committee. The program consisted of songs, dances and skits allowing children to display their newly acquired French skills. Parents and grandparents of the students who attended the program were quite proud of the accomplishments of their children. This effort was well publicized and it provided much conversation in the community for some time. The increased general awareness among the citizenry caused Advisory Committee members to address themselves to deeper program issues such as "Do kids really achieve in this program or are they Guinea Pigs?" "What is the definition of Bilingual compared to the term Foreign Language?" The committee had begun to realize that they were truly the crucial link between the project and the public. The second "Soirée" held in 1971 was attended by twice as many parents as that of 1970, somewhat due to increased Advisory Committee efforts and involvement.

Program Nemesis

During the 1971-72 school year the program had been operating in the New Ipswich and the Mason, as well as the Greenville schools. At the end of that school year, the eligibility of the Mason and New Ipswich schools to continue participating in the program was refused by Washington U.S.O.E on the basis that few bilingual families existed in these two communities, while Greenville embodied the only legal "target area" population.

Quite naturally and predictably, from that day forward, the interest of the Advisory Committee members who represented New Ipswich and Mason waned, and resentment of Greenville slowly emerged, particularly in New Ipswich.

The implementation of the program in the three towns and then its forced withdrawal from Mason and New Ipswich created the most devastating problem of the project as future events would clearly show.

Committee Structure Changes

In 1973 the Advisory Committee was composed of 13 citizens of the town of Greenville. This time the Advisory Committee was composed of more parents of students in the program than the previous committee had been. The original Greenville Advisory Committee members who remained continued to play a leading role in the new committee, which now also contained more bilingual members than had the earlier group.

Committee Self-Sustaining

In 1972-73, the Advisory Committee became concerned enough to elect its own leadership who would conduct the meetings (instead of the project director). Although it appeared that the committee had formed a healthy relationship with the parents in the community, the project director continued to express his concern for the lack of closeness between the committee and project personnel, and the rest of the school district personnel.

The director began a positive effort to relate the project and its goals to the interests of other school personnel through attending other teachers' meetings and socializing more often with other staff members outside of the project. In the final opinion of most district staff, this was an excellent move. The committee also designed and published a brochure explaining the purpose and accomplishments to date of the project. The members also assisted in presenting the 3rd annual "Soirée du Bon Vieux Temps" in 1972, the success of which was indicated by an overflow audience in the school

auditorium.

Adult courses suggested and sponsored by the Advisory Committee were begun for community people wishing to improve their language skill.

A questionnaire was sent to parents concerning the program and returns indicated parents' support for the improvement in the learning rates and educational levels of their children.

During this year there were two meetings which because of illness the project director could not attend. It is interesting to note that the lack of his attendance affected neither the conducting of the meeting nor the generating of various recommendations by the committee.

Internally, the fact that the committee had to be limited to participation by Greenville only failed to impede its success. But the lack of total school district involvement was still a problem since the Mason and New Ipswich schools also composed the district.

School Board Controversy

In September 1973, at the Advisory Committee's first school year meeting, people became concerned that the District School Board might not continue to support the program.

It was evident in early fall that the four-year effort had been a success and that the prospect for a successful fifth year was excellent. The federal sponsors in Washington were even considering an extension of the project for another three years to be funded on a yearly basis.

Lacking a clear understanding of School Board support for the project, the Advisory Committee drafted a letter to the School Board requesting its endorsement and also its permission to write a proposal for continuation of funding. The Board's decision was put off for some time. In the interim, the Advisory Committee firmed up community support by issuing a "Fact Sheet"

on the program including answers to commonly-asked, hard-hitting questions posed by the public concerning the activities in the program. Simultaneously some School Board members were on their side openly advocating withdrawal of support from the program. It should be remembered here that earlier program disqualification by Washington of the towns other than Greenville was directly influencing the position being taken by some Board members.

At the January 1973 Board meeting a vote was taken on the issue of whether to allow submission of a new proposal for continuing the Title VII Grant. The request was defeated by a 4-3 vote of the members. The negative votes were cast by three New Ipswich members and one Greenville member.

Committee Acts to Save Project

The Advisory Committee which by this 5th year of the project had achieved a personal sense of pride in the accomplishments of the project, both individually and collectively, decided to take the project cause before the voters of the district. Each Advisory Committee member canvassed the community for the parent and public support, easily collecting the required number of signatures to place an article in the School Warrant to be voted upon at the upcoming School District meeting. Local businesses, social clubs and even Church groups began to discuss the future of the project. Many articles for and against appeared in local and state papers. The staff were requested to meet project deadlines and the proposal for 1974-75 was forwarded to Washington, unsigned, at U.S.O.E.'s request. At that time, most people were convinced the controversy could eventually be solved.

Public Supports Program

Early in April, 1974 the people of the Mascenic School District voted to direct the School Board to submit the proposal for continuation of the Mascenic

Title VII Bilingual Project, by a vote of 252 to 198. Understandably all Greenville and Mason supporters were pleased by the vote.

Community involvement in the project during this time has been exceptional and it is difficult to communicate on paper the genuine crisis atmosphere that prevailed.

The battle was not over, however, since at the next School Board meeting following the District meeting, the Board refused to reconsider their vote and the 4-3 negative decision stood.

Advisory Committee Action

The Advisory Committee continued to hold fast to their belief in the value of the program for the children of Greenville.

At an Advisory Committee meeting following the School Board meeting, while it would have been easy to show bitterness because of the lack of positive action by the Board, the committee demonstrated excellent restraint in their discussion and they even managed to keep their concern for the program foremost in their thoughts, refusing to review the problem on a personal level. The project staff and the citizens thought this was truly admirable.

The level-headed thinking by the Advisory Committee produced a resolution to seek legal counsel as to what further actions might be taken to save the project.

Seeking Legal Help

The Advisory Committee chairman was directed by his committee to contact an attorney who had been associated with problems of interpreting educational statutes. The chairman provided the attorney with the program proposal and a review of actions previously taken. The attorney was also provided with the Federal Guidelines for the project continuation, since the School Board

arguments against the program centered around concern for federal supervision and control of the program.

Attorney Contacts Board

On April 4th, 1974 the attorney for the Advisory Committee sent a letter to the Mascenic School District School Board. The attorney's letter explained his involvement and stated that after careful review of Federal Guidelines and all other pertinent documents he found that the Board should have no procedural or technical grounds on which to refuse the project. He reminded the Board of their moral obligation to react in the manner demanded by the voting public at the previous school district meeting, and he offered to meet personally with them to discuss any further questions prior to their reconsideration vote.

Attorney Meets with Board

On April 29, 1974 the attorney met with the School Board in a final attempt to clarify the issue. Many questions were answered, but to no avail; the board failed to reconsider their previous vote. Thus marking the end of the federal assistance which helped support the Bilingual Program for the children of Greenville.

Greenville Will Continue French Component

At the next Greenville School Club meeting, the Greenville parents formed a small committee for the purpose of drafting a letter to the School Board requesting that French be continued as part of the regular Greenville curriculum.

The board, pending approval from the N. H. State Department of Education, will approve French instruction as part of the daily Greenville schools' curriculum.

e) MANAGEMENT

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MANAGEMENT

Former President Dwight D. Eisenhower once said, "Leadership is getting a person to do what you want him to do, when you want him to do it, because he wants to do it." Essentially this has been the philosophy of leadership and project management that has permeated the Mascenic Bilingual Program during its entire five-year effort.

It was not until the Fall of 1969, and after the initial plans had been concluded, that the project director was employed. Fortunately for Greenville, the person hired at that time as project director has been able to maintain a rigorous management pace for the full duration of the project.

The obvious loyalty of the project director and his staff to the project has had a great deal to do with the good results that have been achieved. So many federal and/or state sponsored projects of three or more years' duration can rarely retain the same people during the entire time-span of the program. This is not true of the Mascenic Bilingual effort, for continued availability of the director and all key instructional personnel has maintained loyalty to the project, its goals and more importantly, to an improved educational climate for the children, themselves.

Review of Accomplishments

Hiring the Director

When the program began in 1969-70, the project director, Mr. Normand Robitaille, was selected and hired by the program committee. Mr. Robitaille had recently taught Algebra and French on educational television in Denver, Colorado. He had further been a master teacher in the "Master of Arts in Teaching (MAT) Program" at Yale University for three summers, and he had given

demonstration classes in French for the Yale Language Institute. Understandably the selection committee felt that the early years of the project would require a person with organizational ability and Mr. Robitaille's background suggested that he could meet this need.

Initial Job Description of Manager

The original proposal had identified six areas of activity recognized as the direct concerns of the project director.

They were:

- a) Development of a PERT evaluation for the project,
- b) Review of related research,
- c) Establishment of a curriculum plan and sequence,
- d) Establishment of the baseline data needed to evaluate a five-year effort
- e) Organization of time lines and process for collecting evaluatable data
- f) Disseminate information about the project

Although these original efforts were predetermined by the proposal writers as the responsibility of the project manager, these activities were only a small part of his responsibilities.

Time was needed for the new director to begin developing adequate professional relationships with bilingual specialists hired earlier by the project committee and the Superintendent of Schools. During this first year, he needed to meet and discuss philosophy with many staff members, advisory committee members and community members.

Danger in the Beginning

At the same time the new director was expected to set up the proper segments of the bilingual effort that would become basic building blocks for the entire program. In a small New England community such as Mascenic, change and new people are hard to accept. The initial efforts, if not chosen and accomplished in a positive manner, could have doomed the project

at its origin. Needless to say this did not take place. Soon the people, both lay and professional, recognized the value of the project and the positive image of the project director and the bilingual specialists.

Development of Program Objectives

The formal objectives for the bilingual program were outlined at the end of the first year of operation. The project director and the U.S.O.E. representatives were in full agreement that a project as comprehensive as that being attempted in the Mascenic District must be well-structured and must periodically measure its progress to assure that both the quality and quantity of program efforts could be assured.

A highly sophisticated evaluation model was initiated. A great deal of staff time (early in the project there were only a director and two bilingual specialists) was taken up doing an analysis of the product-process plan of action.

The plan called for the following components:

- a) Instructional (all skill areas, not just language)
- b) Materials Development
- c) Staff Development
- d) Community Involvement
- e) Management of the project

Detailed activities written in measurable terms were established as the organized framework for the project. Each year this plan has been reviewed and revised to renew its effectiveness.

Accountability for Management

As the second year of the project began a general objective was written for the management component that was to take into consideration all elements of the management function

"The director will develop and employ a management system for planning, implementing, controlling and evaluating the program so that it will achieve program objectives at scheduled times, in stated sequences and within a fiscal budget, with less than 10% change of initial priorities in terms of objectives, process or stated program requirements".

Some of the long-term planning had begun. However, the day to day planning, implementing, controlling, and evaluating has been a continuing effort.

Hiring Competent Staff

Although two original bilingual specialists had been hired before the director, all additional staff were interviewed and recommended to the Superintendent and School Board by the project director himself. Many hours of interviewing candidates were necessary to assemble a competent staff.

The long-range success of the project depended upon hiring competent bilingual teachers when vacancies occurred in the system. This was a basic trust of the local-federal agreement and it has been faithfully followed throughout.

Research

A model program is not entirely built from within. It was important throughout the project that the management recognize what had been and what was being done in other communities to serve the bilingual cause.

The project director conducted a detailed search of the Educational Resources Information Center (ERIC) material to determine what prior efforts of bilingual programs could be applied to the Mascenic Project.

Many existing projects in New England, Louisiana, and Canada were visited by the project director to extract innovative content and instructional methods that could be applied to the Mascenic program.

Curriculum Development, A Major Effort

The major educational thrust of the project was the development of curriculum with the project management planning the following:

- 1) Identifying the broad categories of behavioral outcomes to be achieved by the program
- 2) Creating a curriculum sequence in the program content adding a new level yearly
- 3) Developing the programs to initiate improved teaching methods to carry out the program content
- 4) Beginning to identify, purchase, adapt, or create instructional materials to support the program

It is a major task to initiate a curriculum development effort involving not only new staff, but also some staff that existed prior to project implementation. Many teachers had doubts as to the necessity for detailed measureability of the products and processes within the program. It takes sound reasoning and good rapport with a staff to overcome their distaste for the detailed work required to achieve the project curriculum goals. It appears that the project staff had the perseverance it takes and did indeed construct the curriculum it had set out to build.

The project director appeared to allow his staff the flexibility to arrive at their own conclusions regarding curriculum. Often the results of problem analysis by staff led them to suggest actions anticipated and planned by the director.

Staff Development

To supplement the development of new instruction and to initiate a measurable standard in all curriculum areas, staff weaknesses had to be identified and a developmental program had to be planned. Summer workshops, in-service days and conference attendance were all the responsibility of the project director.

In most cases a review of staff logs kept during various workshops and meetings indicate not only approval for the sessions, but teachers' enthusiasm for what they had so learned and their desire to apply it to the classroom. Teachers' interests were stimulated by such activities as improving cultural knowledge, using media techniques, micro-teaching, improved teaching skills in French reading and writing, production of games and special visual aids.

The planning of successful workshop sessions required that the director seek out and employ qualified consultants, set up time schedules, arrange meeting places, and obtain necessary training materials.

In addition to planning and leading such work sessions, the director had the responsibility of recording all activities and evaluating teacher response questionnaires. An excellent file on staff-development sessions has been maintained throughout the project.

Materials Development

Because of the continuous curriculum-building effort, it was found necessary to review, purchase, adapt, or construct large quantities of materials to implement the program. Early in the project the director and staff constructed evaluation checklists for the many materials reviewed. Although teachers had the initial review responsibility, the project director also devoted many hours to such review, approving or rejecting purchase or development of instructional materials. This type of activity was especially time-consuming due to the limited commercial materials available in this country.

Many materials were from foreign sources. Where materials were unavailable the project manager had the responsibility of arranging with teachers or consultants for the development of such materials.

An excellent file of materials utilized in the project has been maintained by the project director.

Testing Program

From year to year, an important aspect of the management function was the operation of an adequate testing program to determine improvement in student achievement, if any, resulting from instructional techniques utilized in the project. During the first three years of the program funds would not allow for an internal evaluator and although the external evaluator spent considerable time at the schools, the final responsibility for scheduling and conducting the testing program was that of the project director. Not all of the director's efforts went into arrangements for administering standardized tests. In many cases, standardized tests were not available to measure growth in student learning. The project director had to plan with staff and consultants for appropriate test construction.

Responsibility to the Community

According to the original proposal the director was to utilize an advisory committee composed of citizens from the three communities comprising the Mascenic district. In the early part of the program, the director understood his role as that of disseminator of information for the committee. During the last two years of the project, the director became very involved with the Advisory Committee. Because of controversial resistance to the program by some School Board members, the community and the director have gained a unanimity of purpose that has made the community development component of the project uniquely successful. In addition to the formal involvement with the advisory committee, the project director had to play an important role with parents.

The initiation of the bilingual kindergarten was an especially important but time-consuming and arduous task.

The project director has given parent questions and feelings about the program priority consideration throughout the five years.

Dissemination of Project Activities

During the entire operation of the project, dissemination of project activities has remained a top priority of the management. Early news releases indicated a concern to inform the public of the existence of a Bilingual Program in Greenville. The second and third year emphasis was on the unique materials, training, and educational processes taking place in the program. The later articles describe quite accurately the controversy that arose in consideration of continuing the project beyond the five years originally planned.

All articles have been preserved and a sampling of them appears as an appendix to this report. News articles were used to disseminate news of the project. The project director has appeared as a speaker before countless numbers of local, state, and regional educational meetings as well as local social clubs and organizations. An occasional radio interview and an appearance on statewide educational T.V. network have served to keep the public informed about the goals, objectives, and activities of the project.

Project Linkages

Linkages with other organizations both within and outside of the Title VII bilingual program provide an important two-way form of communication. On the one hand contact with other organizations served to disseminate information about the Mascenic program. On the other hand this provided the

project staff with exposure to potentially useful resource people and materials, directly serving the cause of staff development.

The major linkages established and maintained during the project were the following:

Educational and Professional Development Act (E.P.D.A.)

The University of N.H. from 1970-72 was fortunate to receive an E.P.D.A. Grant to train experienced teaching fellows in Early Childhood Education. Through the time and efforts of the project director and the superintendent of schools, the Mascenic program was chosen as a Learning Center to utilize the talents of the teaching fellows. Since the training program centered around individualized instruction, it proved to be beneficial in improving the program. During the two years of its operation, five bilingual fellows participated.

Support for Open Concept Learning Area Through Varied Educational Teams

(S.O.L.V.E.)

Along with the bilingual effort in the district, the Mascenic school was simultaneously involved in an innovation ESEA Title III Program, Project SOLVE. The goal of Project SOLVE was to design performance-based individualized instruction for "open-concept" schools. The director and many staff members actively participated in instructional development workshops sponsored by Project S.O.L.V.E.

Antioch College

In 1971 negotiations with the Graduate School of Education of Antioch College, newly located in Harrisville, N.H., enabled bilingual staff members to receive college credit for their program workshop participation. Although this arrangement was initially well received the cost of sponsoring this credit arrangement was prohibitive and it was discontinued after one year.

School for International Living and Training, Brattleboro, Vermont

A mutual interest in bilingualism prompted close linkage with the School for International Living. The project director arranged many personal visits by the Vermont students to observe the Mascenic program and he personally answered their questions about the program. In return for this cooperation, many bilingual staff members attended meetings and lectures (related to bilingualism) sponsored by the school.

Related Activities of Project Director

In a small school district such as Mascenic, the management leadership is limited. Recognizing this and yet seeing a definite relationship to project goals, the project director assumed the responsibility for two additional roles. He managed the district Title I E.S.E.A. Program and conducted the Adult Basic Education Program.

The Title I Program was involved in improving reading in the district, so the bilingual project director hired, trained, and managed teachers employed by the district. Many additional hours of time beyond the duties of the bilingual project were required to maintain an effective Title I program.

Since the Adult Basic Education Program participants were in many cases parents of Francophone students involved in the bilingual project, it was natural that the bilingual project director assume leadership of this program. Although the comprehensive program centered around Instruction in English as a Second Language (E.S.L.), this E.S.L. instruction complemented the scope of the bilingual project.

Responsibility to Evaluator & Educational Auditor

Both the evaluator and the educational auditor had been selected prior to the employment of the project director. Early in the project the director worked closely with the evaluator, first to establish the product-process program proposal, then to develop the evaluation design.

The director's relationship with the auditor was to review audit designs - pre-audit, interim audit, and final audit. The director further served as liaison between the evaluator and auditor. The activities described here occupied twenty-five days yearly.

Fiscal Duties

Since at the beginning of the project the school district office was already burdened with fiscal responsibility, the project director assumed the budget managing role for all expenditures of the project. This role consumed additional time since the director was responsible for all financial reports and negotiation efforts on a quarterly and yearly basis. Also, yearly audit of the project records was arranged for by the director.

Review of Manager's Roles

Although it is impossible to describe the comprehensive role of a project director in all its detail, an attempt has been made here to indicate the kinds of management activities essential to make a five-year effort such as the Mascenic Bilingual Project a success.

One does not have to stretch one's imagination very far to think of the character and professionalism necessary to accomplish the maze of activities associated with quality project management such as that observed in the Mascenic Program. Evaluator's discussions with many staff members has underlined the confidence in the high quality performance displayed throughout the project by the director, Normand Robitaille.

CHAPTER THREE

EVALUATION OF CHANGE: STUDENT ACHIEVEMENT

By: Louis Aikman

The Evaluation Program

The evaluation of the Greenville bilingual program was designed to serve two purposes:

provide feedback to the school staff during the course of program development in order to facilitate decisions relative to instructional procedures, material, staff needs, and management.

provide an assessment of progress in achieving stated program objectives at the end of each academic year, and in a five-year historical perspective, in particular the achievement of the school children in various subject matter areas, and in facility with French language.

The Manual for Project Applicants and Grantees for Programs under the Bilingual Educational Act (Title VII, ESEA), DRAFT, March 20, 1970 and other documents, guidelines and policy statements issued by the Division of Plans and Supplementary Centers, Bureau of Elementary and Secondary Education, U.S. Office of Education, have served to guide not only program development but also evaluation procedures.

Two major Title VII program guidelines were (1) that the bilingual program objectives be clearly defined in terms of observable changes or achievements in children and/or individuals involved in the program, and (2) that performance objectives for both products (outcomes) and processes (method-means) be written for every program component. Evaluation would then include an assessment of objectives for every program component.

Program objectives were developed for the initial year, 1969-1970, and were revised during each succeeding year of program operation when deemed necessary for four operational components -- instruction, staff development, materials acquisition and development, and parent and community involvement. Management performance objectives were also written and revised. Evaluation of each of these components has been continuously underway during the five years of program operation. With the exception of instructional outcomes, review of accomplishments and highlights of program results in each of the above program components have been described in earlier sections of this final report.

During the five year period of operation, the staff of the Greenville school, the Parent and Community Advisory Committee and the Community-at-large have had available to them summaries of various achievement test results obtained on pupils, of survey data obtained from parents relative to their knowledge about and attitude toward the bilingual program, etc. There have been frequent evaluation briefings and reports by the evaluator. The following major reports have been completed:

- 1969-70 Final Evaluation Report
- 1970-71 Interim Process Evaluation Report (April 1971)
- 1970-71 Final Evaluation Report
- 1971-72 Interim Process Evaluation Report (April 1972)
- 1971-72 Final Evaluation Report
- 1972-73 Interim Process Evaluation Report (April 1973)
- 1972-73 Final Evaluation Report
- 1973-74 The Current Five-year Perspective Report

The Evaluation Design

The primary objective of teaching is to produce learning or change. The amount and kind of learning can be ascertained only by comparing an individual's or a group's status before and after instruction. Other comparisons are also possible. Among those which may be employed in evaluative studies, including the before-after, are:

compare average performance of a class before with average performance after a learning period.

compare average performance of a single grade with the national average for that grade.

compare average performance of children participating in an experimental program with comparable children who do not experience the program (a control group)

This, and other evaluation reports referred to above, employed several of these comparisons. Since Greenville is uniquely Franco-American in contrast to other surrounding towns, it was impossible to establish a control group of children. The number of all elementary school children in Greenville is relatively small to begin with. Thus, selecting only part of the population to participate in the bilingual program with another part serving as a control would have been impractical and inappropriate.

Population

During the first operational year, 1969-1970, the Bilingual Program was limited to Greenville children in Grades One and Two. In 1970-71 it was expanded to include Grade Three. During the third year of operation a Kindergarten class was established and the entire school enrollment in Grades K-4, composed of 165 children, participated in the Bilingual Program. During the subsequent fourth and fifth years, the total Greenville school enrollment continued in the program as well as those children who, upon finishing Grade Five in Greenville, entered the Mascenic Regional School composed of Grades 6 through 12. The following table shows the enrollment in the elementary school of Greenville by grade level during each of the five operational years. A total of 743 children were served by the program over the five-year span.

Comparisons in achievement have been made between children from Franco-American and Anglo language backgrounds. One reason for this was to determine if the two groups differed in terms of instructional needs, especially in the area of language acquisition. The criteria for identifying children according to their dominant language background was through establishing the French language facility of parents, e.g. (1) both parents fluent and conversed in French, (2) one parent fluent in French, and (3) both parents Anglo. Approximately one-third of the children fell in each of the above three classifications.

Table 1

Greenville School Enrollment
by Year and Grade Level
Participating in the Bilingual
Program

YEAR	K	1	2	3	4	5	6	Total
1969-70		37	35					72
1970-71		31	37	39				107
1971-72	25	34	24	39	43			165
1972-73	24	38	23	26	38	39		188
1973-74	25	24	34	24	25	39	40	211
Total	74	164	153	128	106	78	40	743

Procedures in Data Collection, Data Analysis and Interpretation

During the first part of the first operational year 1969-1970 baseline data were established on various characteristics of the participating children, including academic achievement. At the end of the year, measures of these characteristics were repeated which permitted an analysis to be made of gains in children over the year, for example, gains in school readiness or gains in reading achievement. In succeeding years, pre-testing continued on several characteristics such as school readiness, English oral language facility, listening vocabulary and self-concept. Achievement testing was continued as an end-of-year measure. The year preceeding served as a baseline for the following year. This procedure was adopted in order to avoid an unusual amount of time being taken by testing.

Criteria for judging success was based upon the degree of improvement from one year to the next. Average achievement by Greenville children was also compared to that of children nationwide - the "National Test Norm". Many of the comparisons also included an analysis of the test data at each grade level according to the childrens' dominant language background. Thus, achievement data is presented for each of the three ~~sections~~ of a class.

Standard data analysis procedures were employed such as setting up frequency distributions and computing measures of averages and range. The median was employed rather than the

mean as a measure of central tendency because of the small size of the various classes and their sub-sections. Also, the test scores were frequently skewed in their distribution, making the algebraic mean non-representative of the average achievement of a particular group.

Interpretation of Scores and Norms

Raw scores on Stanford Achievement Test, as on most tests, have very little meaning in themselves. They cannot be used to compare results on different tests in a battery or from battery to battery. Raw scores acquire meaning by comparison with the scores of some reference group or groups. Comparison may be made with a series of groups that yield one or more types of norms, such as grade norms, percentile norms, and stanine norms. These norms are determined by the scores made by the national sample of pupils tested in the standardization program.

Scores on Stanford Achievement Test may be translated into grade scores, grade equivalents, percentile ranks, and stanines.

Grade Placement at a Time of Testing

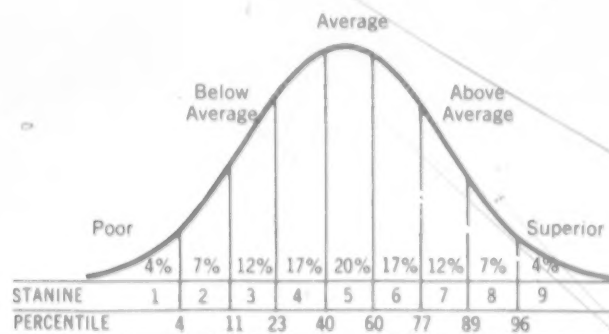
The grade equivalent for a pupil or a group is commonly compared with the grade placement of the pupil or group at the time of testing. The grade placement for any testing date may be determined from a table which gives the tenth of the school year corresponding to any date within the school year for pupils entering in September and on an annual basis. Comparison of obtained grade equivalent with grade placement immediately reveals whether the pupil or group has attained in any subject a status superior, inferior, or about equal to that typical of other pupils of similar grade placement.

Stanines

A stanine is a value in a simple nine-point scale of normalized standard scores (whence the name -- sta for standard, nine for nine-point scale). Scores are expressed along a scale ranging from 1 (low) to 9 (high) with the value of 5 always representing average performance for pupils in the reference or norm group. Scores are converted to stanines by means of a table in the test manual. The percentage of cases at each stanine level in the norm group is shown in the graph below.

A particularly useful feature of stanine is that they are equally spaced steps, or equal units in terms of the standard deviation, in a scale -- that is, a stanine 8 is as much better than stanine 6 as stanine 5 is better than 3. Therefore, pupils achievement in various areas as expressed in stanine terms is an accurate portrayal of relative strengths and weaknesses.

Stanines almost automatically indicate a pupil's standing in a subject in comparison with other pupils of similar grade placement. A pupil of stanine 7, 8, or 9 is well above the typical pupil in his grade in the subject in question, while the pupil in stanine 1, 2, or 3 is definitely below.



The nine levels of achievement into which pupils may be grouped according to the stanine system constitute as fine a classification as the teacher can ordinarily use to advantage in adapting instruction, or the counselor needs for appraisal of individual strengths and weaknesses.

Stanines, moreover, by definition have the same variability, or standard deviation, from one subtest to another. This, coupled with the fact that stanines are single-digit numbers, makes it easy to combine or average results from two or more subtests, with appropriate weights if desired, whenever such composites or averages might be useful.

Profile Graph

Interpretation of results on Stanford Achievement Test is facilitated by use of a Profile Graph. On each Profile Graph there is a stanine scale. Average class results on the several subjects are plotted on the Profile Graph by a bar drawn to the appropriate place on the scale. The resulting graph permits ready identification of areas of strength and weakness, and the magnitude of the departure from typical performance in the various subjects.

Interpretation is based on stated criterion such as attaining national norm and/or if gains over a period of time were substantial enough to be educational significance. In turn, consideration has been given to statistical significance relative to making sure that gains would not be called gains unless they were greater than errors of measurement (due to test unreliability)

reported by the test publisher. Since all of the children at a particular grade level were tested rather than a sample, errors in sampling were not considered.

Pupil Achievement Variables and Instruments

Two broad types of pupil variables or attributes were evaluated -- aptitudes and achievements. Aptitudes such as school readiness, oral English language fluency, listening vocabulary in English, as well as such attributes as self-concept and sociability were evaluated. The presence or absence of these attributes were believed to affect school achievement outcomes. Therefore, the teaching staff was concerned with the measurement of these in order to plan for instruction. The following tests were employed to measure the above attributes, the results of which were shared with teachers:

Metropolitan School Readiness Test

Peabody Picture Vocabulary Test

Coopersmith Self-esteem Inventory

Coopersmith Behavior Rating Form

A Sociometric Technique

Academic Achievement in content areas and in French language fluency was measured by standardized achievement test batteries and project developed French tests. The following achievement tests were employed:

The Stanford Achievement Test, 1964
Harcourt, Brace, Jovanovich, Inc.

Durrell Listening Reading Series, 1969,
Harcourt, Brace, Jovanovich, Inc.

California Common Concept, California
Test Bureau.

Mascenic French Achievement Test in
reading, 1973, Normand G. Fortin and
Yolande Plante, F.c.s.c.j. (Five levels,
end of second year through sixth year).

Major Program Goals

The primary goal of the Greenville bilingual program was to increase the educational opportunity of all children in the elementary school. The basic aim was to develop greater competence in English for Franco-American children whose French language sub-culture may have affected their English-speaking fluency. Another program objective was to develop literacy in the French language and cultural background for both Franco-American and Anglo children. The long-range program goals were stated in the Initial Plan of 1969-70. They were in brief:

....to provide a bilingual instructional program that would assure no differential in success between children whose mother tongue is English contrasted to children from a Franco-American sub-culture. Success would be demonstrated, if at the end of each year, children were to achieve on the average grade equivalency on national norms of a standardized achievement test. Franco-American children at their particular grade level would on the average be no lower than one stanine (approximately .2 of a year) below national norm grade equivalency.

Following are several graphical presentations depicting achievement results in several content areas over the five year period in which the program has been in operation. Although it

was necessary to be selective in what data would be presented from among the rather large amount obtained over the five years of continuous evaluation, it is representative. Both process evaluation reports and end-of-year evaluation reports referred to in an earlier part of this section contain much greater detail than this summary report and may be pursued by the interested reader.

Achievement of Long-Range Goals

The long-range goal was that Greenville children would achieve, on the average, at the national norm level in all content areas. End-of-year Stanford Achievement Test results for this, the fifth year of the program, 1973-74, are presented in Figure 1 for grades one through six. The long-range goal has been achieved except in grades five and six. In brief, the test results show that:

grades 1 through 4 are, on the average, at or above the national average in all content areas.

grade 5, on the average, is at the national achievement level in all content areas except spelling and arithmetic -- the discrepancy is not great in these areas.

grade 6 average achievement profile reflects achievement at the national norm except in language and arithmetic.

Another analysis of the end-of-year, 1973-74, Stanford Achievement test results is presented in Table 2. This table contains the average stanine scores obtained in each content area by each of the six grades, 1-6. These averages, of course, were employed in drawing the bar graphs in Figure 1. An average stanine score for all tests in the battery for each of the six grades is given at the bottom of each column of Table 1. The last column in the table contains the average stanine scores obtained across all grade levels in a particular content area. The lowest right hand corner average is for the total Greenville school population. The following conclusions may be made:

average achievement of the total 1973-74 school population, grades 1-6, across all content areas is comparable to the national average (Test Battery Median stanine in last column of Table 1 is 5.3).

grades 1 through 4 are at or above the national achievement average on the total test battery. (See bottom of each column in Table 1).

grades 5 and 6, while within the average range of stanines 4-6, are still below the national average of stanine 5 on total test battery.

the obtained average achievement in language, arithmetic and probably social studies indicates that further diagnostic assessment of pupils and/or instructional strategies in grades 5 and 6 should be made to determine possible causes of below average achievement in these content areas.

Grades 4, 5, and 6 have progressed extremely well; however, when a comparison is made of their current achievement level with the baseline achievement level obtained by each upon entering the program as first or second graders, Figure 2 shows end-of-year average achievement of the current Grade 4 and Grade 5 upon completing Grade 1. Grade 6 children were, of course, second graders and their achievement level at the end of that year is presented. The average achievement level for each grade has improved markedly during their progress in the program. Each has moved from considerably below the national average in several content areas to at or within the average range at the end of 1973-74, four and five years later. This increase in average achievement level is particularly evident in Grades 4-5.

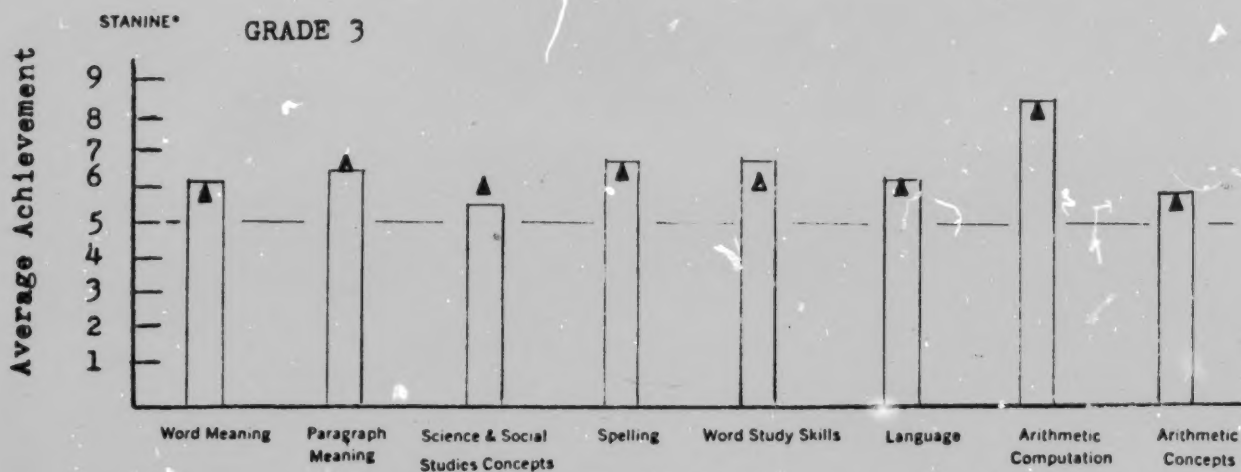
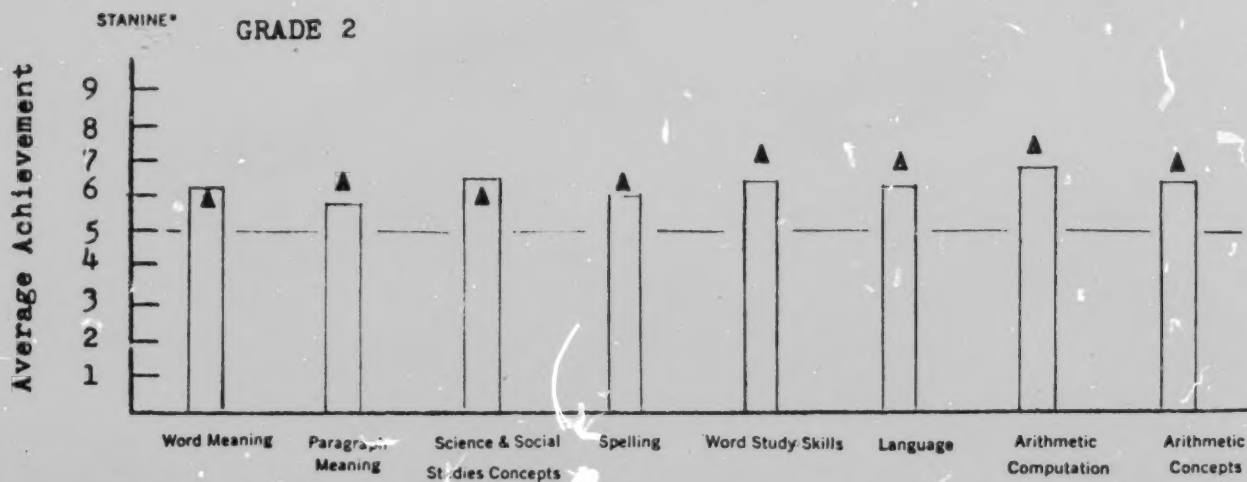
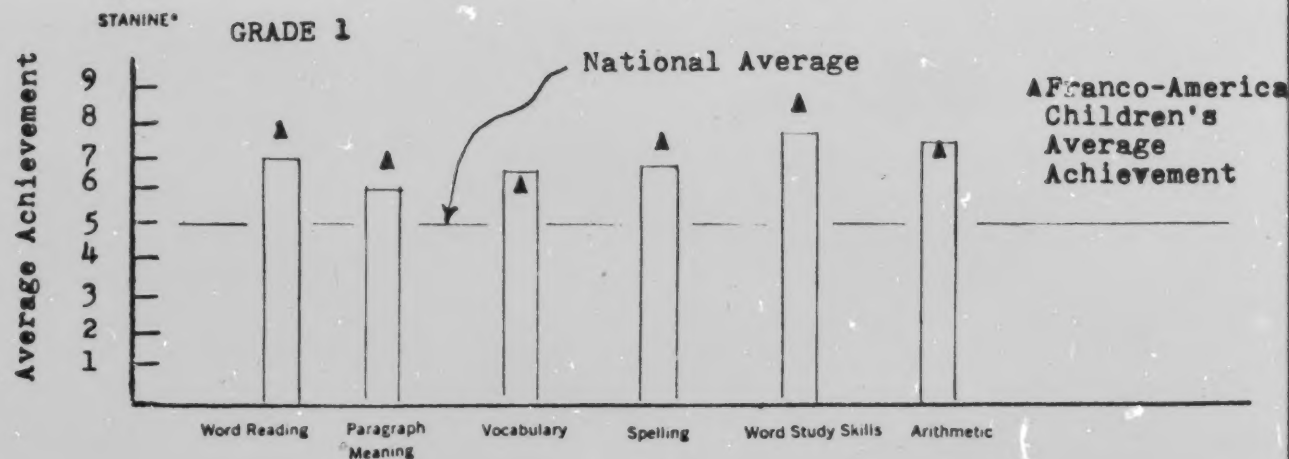


Figure 1 Average Stanine Achievement Scores in Content Areas. End-of-Year Testing with Stanford Achievement Tests 1973-74. (Grades 4, 5, 6 continued on next page).

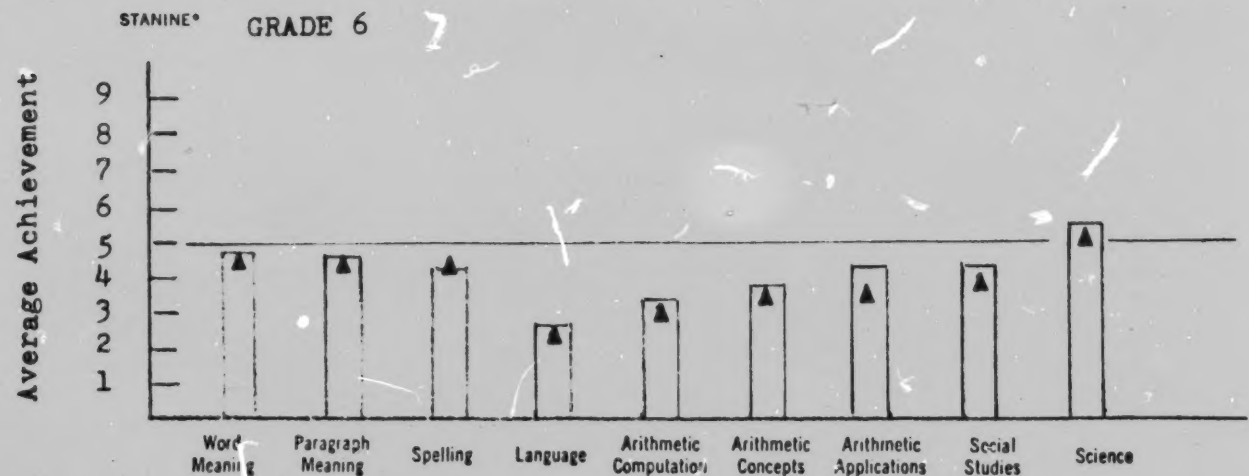
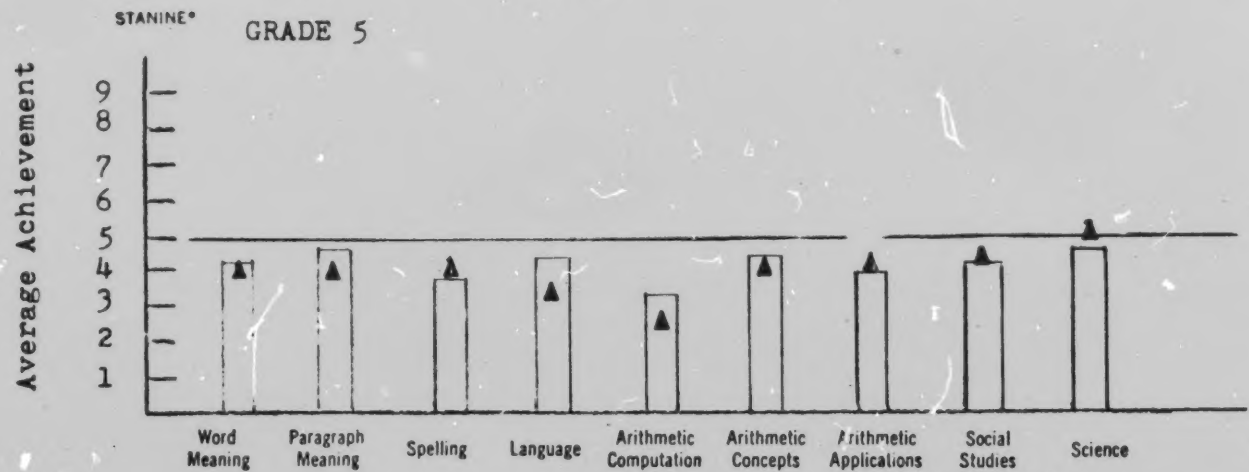
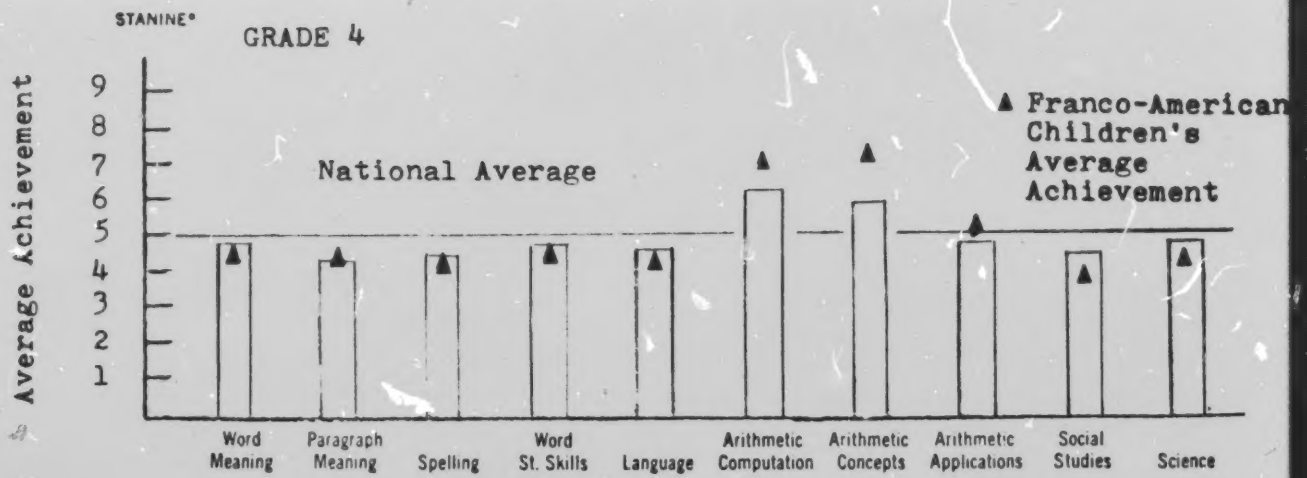


Figure 1 (Continued)

Table 1
Median Stanine Achievement Scores Obtained at End-of-Year
Testing 1973-4 with Stanford Achievement Test Battery by
Grade Level and Content Area.

CONTENT AREA	Grade Level						Median Stanine Across Grade Level
	¹ (N=24)	² (N=34)	³ (N=24)	⁴ (N=23)	⁵ (N=50)	⁶ (N=39)	
Word Meaning	7.0	6.1	6.1	4.9	4.3	4.9	5.5
Paragraph Meaning	6.0	5.8	6.3	4.5	4.8	4.7	5.3
Vocabulary (Grade 1)	6.5	-	-	-	-	-	-
Science and Social Studies Concepts	-	6.4	5.5	-	-	-	5.9
Spelling	6.8	6.0	6.7	4.5	3.9	4.5	5.3
Word Study Skill	7.7	6.3	6.7	4.7	-	-	6.5
Language	-	6.1	6.1	4.6	4.3	2.7	5.0
Arithmetic Computation	7.5	6.8	8.5	6.1	3.2	3.2	6.4
Arithmetic Concepts	-	6.2	5.9	5.9	4.4	3.9	5.9
Arithmetic Applications	-	-	-	4.9	3.9	4.2	4.2
Social Studies	-	-	-	4.5	4.3	4.2	4.3
Science	-	-	-	4.7	4.6	5.5	4.7
Test Battery Median Stanine*	6.9	6.2	6.2	4.7	4.3	4.2	5.3

* Stanine of 5 is equivalent to National Achievement average.

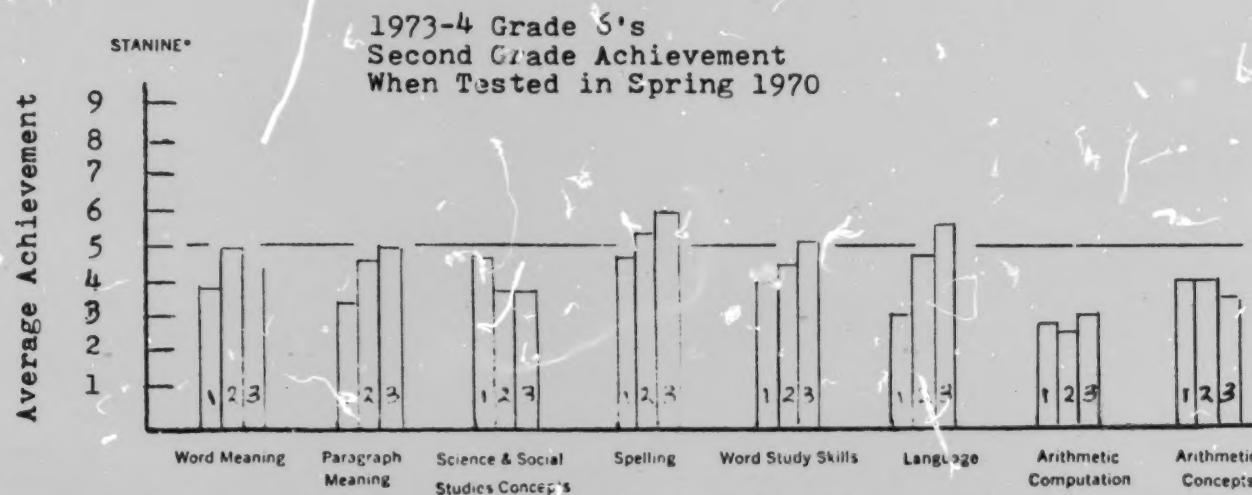
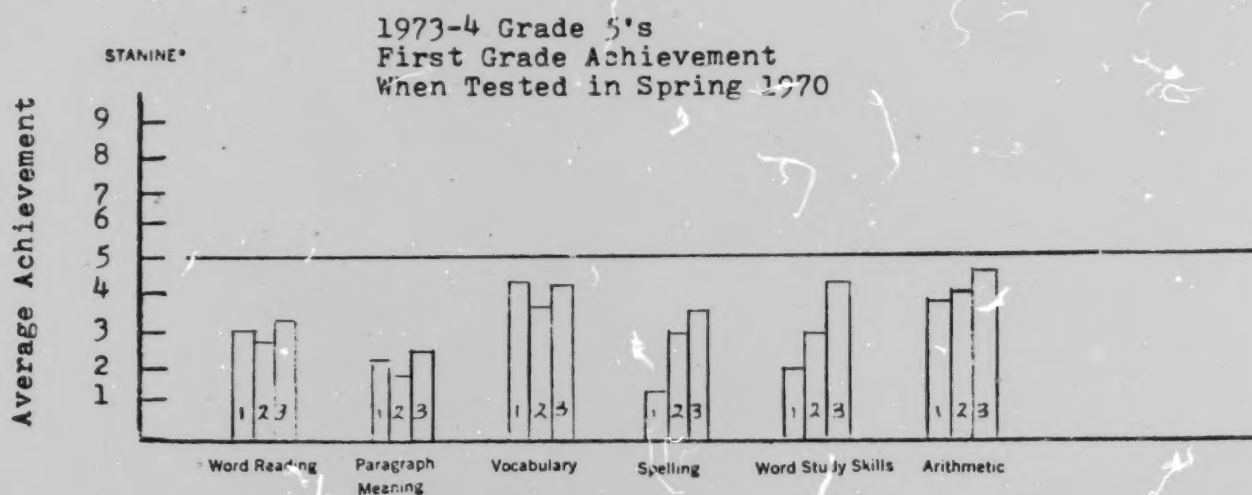
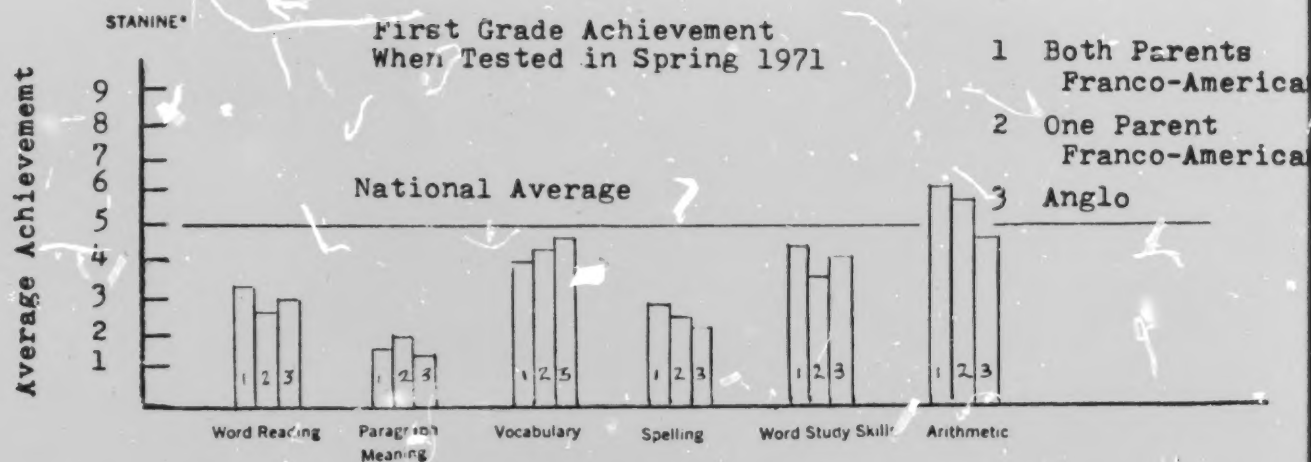


Figure 2 Average Stanine Achievement of 1973-4 Grades 4 and 5 Children When in Grade 1 and 1973-4 Grade 6 Children When in Grade 2, End-of-Year Testing with Stanford Achievement Tests III-19

Achievement of Children From
The Franco-American Sub-Culture

Another major long-range goal was to provide an instructional program that would assure no differential in success between Franco-American and Anglo children differing in dominant language background.

The procedure for determining dominant language background was described on a previous page. Comparisons have been made of average achievement each year among three sub-groups at each grade level:

- (1) children with both parents of Franco-American background,
- (2) children with one parent Franco-American, and
- (3) Anglo children.

Although the number in each group varied from grade level to grade level, and year to year, approximately one-third of the children fell in each of the three sub-groups.

Stanford Achievement Test Results

The over-all achievement of the average Franco-American children with both parents Franco-American has not been below that of the other children in their grade. In some instances there have been individual difficulties in the language arts area. However, no obvious and consistent pattern of higher achievement of one sub-group over another has emerged. It was observed that Franco-American children in grades 1 and 2 in 1969-70, the first year of the program, were on the average lower in spelling, word study skills and language than others in their grade. This was not found in succeeding years.

Figure 2 supports this contention that the three sub-groups, upon completing first or second grade, show no achievement patterns unique to one or the other in various content areas.

Further evidence of no differential between the Franco-American sub-group with both parents Franco-American and the other children is contained in Figure 1. Imposed on the bar graphs showing average achievement stanine scores for grades 1-6 for the current year 1973-74, are small triangles. These triangles indicate the average achievement level of the Franco-American (both parents Franco-American) children in each grade. Their average achievement is comparable and in some instances above the class average as a whole.

Durrell Reading Series Achievement Test Results

In addition to the Stanford Achievement Test Battery, another standardized test, the Durrell Reading-Listening Series achievement test was administered to all grade levels at the end of each year - except grade 1 where it is inappropriate to give. A follow-up was made of reading achievement of the first and second grades of the year 1969-70 with which the bilingual program began five years ago.

The results of this follow-up is shown in Figures 3 and 4. All children, on the average, progressed each year at or near the national average grade equivalent. For example, each year of schooling in Greenville resulted in approximately a year's gain on the Durrell Reading Achievement test. Franco-American children in grade 2, 1969-70, were somewhat below test norm each year. However, the Franco-American children gained each year in a similar fashion to the others in their class.

Grade 1, 1969-70, could not be tested by the Durrell Reading Achievement until completing grade 2, since the Durrell starts at the second grade level. Figure 4 shows close to average progress in reading ability through succeeding years, including 1973-74. No particular reading ability pattern can be seen regarding Franco-American versus Anglo children other than each group improved each year.

In conclusion, regarding differential achievement among sub-groups of children differing in dominant language background, the achievement data from both the Stanford Battery and the Durrell Reading Test indicate that:

no pattern of differences emerged between Anglo and Franco-American children in content areas.

in one or two instances a Franco-American sub-group within a particular class, as well as individual children, have had language arts difficulties.

year end testing, 1973-74, the fifth year of the program, indicated that the Franco-American sub-group with both parents French background achieved on the average at a comparable level and in some instances higher than their class as a whole.

both Anglo and Franco-American children of the first two grades participating in the Bilingual Program - Grade 1 and 2, 1969-70, have gained a year in reading achievement for each year of schooling.

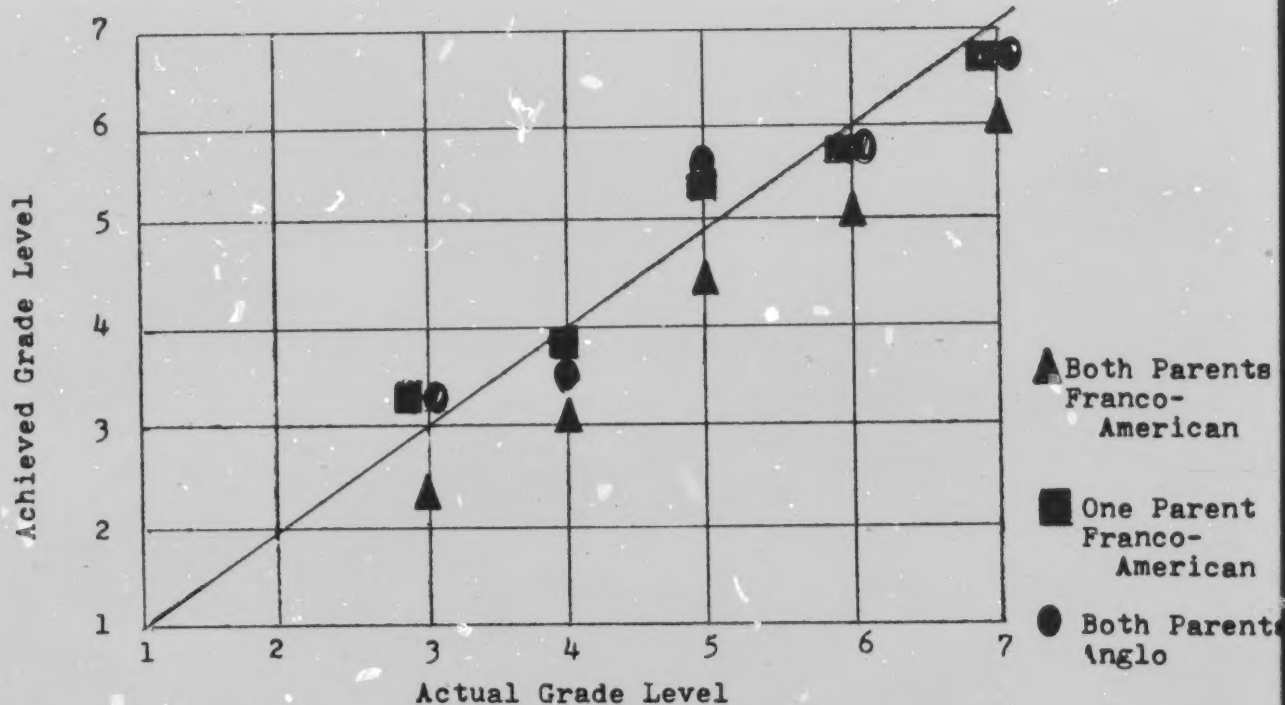


Figure 3 1969-70 Grade 2 Reading Achievement During Five Years in Bilingual Program. (N=39 children) Tested with Durrell

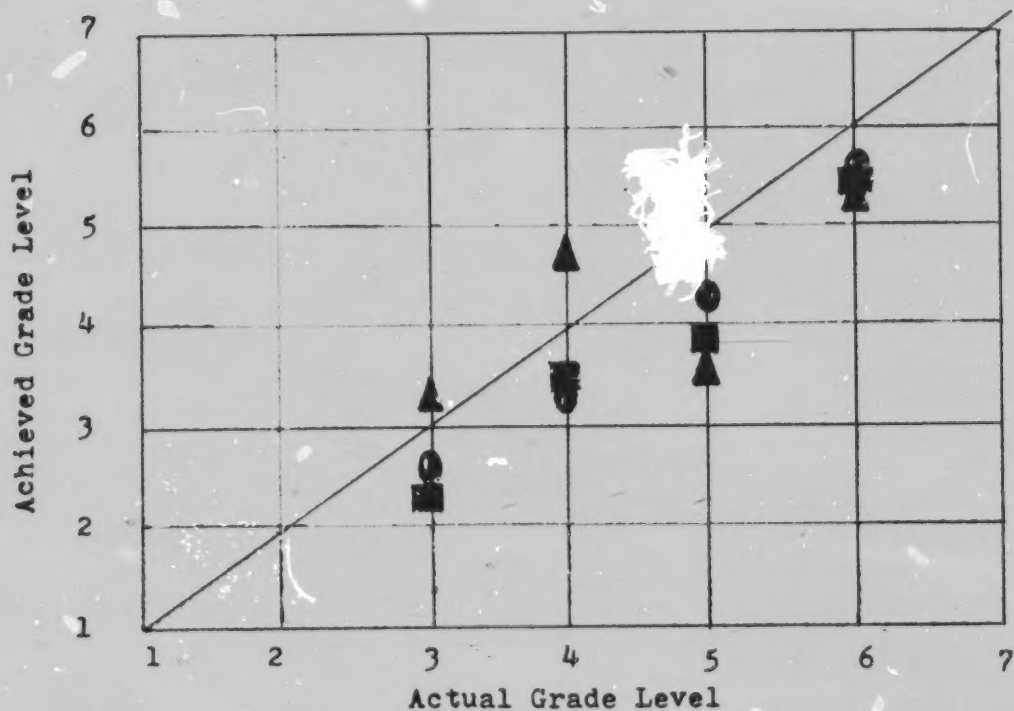


Figure 4 1969-70 Grade 1 Reading Achievement During Four years in Bilingual Program. (N=37 children). Tested first time with Durrell when in Grade 2.

Changing Achievement Patterns
at the First Grade Level

In the first year of the bilingual program, 1969-70, the total first grade Stanford Achievement Test profile of average achievement in the content areas was below the national average range of stanine 4 to 6 in word reading, paragraph meaning, spelling and word study. Achievement in the remaining two content areas of vocabulary and arithmetic did fall within the average achievement range but did not reach stanine 5.

Baseline data on each succeeding first grade has been obtained with the Stanford Achievement Test administered at the end of the year. The average achievement profiles for five first grade classes, 1969-70 through 1973-74, are shown in Figure 5. The first grade children of 1972-73 and 1973-74 were the first to attend kindergarten. It can be concluded that:

first grade achievement was substantially below educationally desirable achievement levels in the years 1969-70 and 1970-71.

beginning the third year of the bilingual program, average achievement at the first grade level improved in an educationally significant fashion to levels equal to and exceeding the national average.

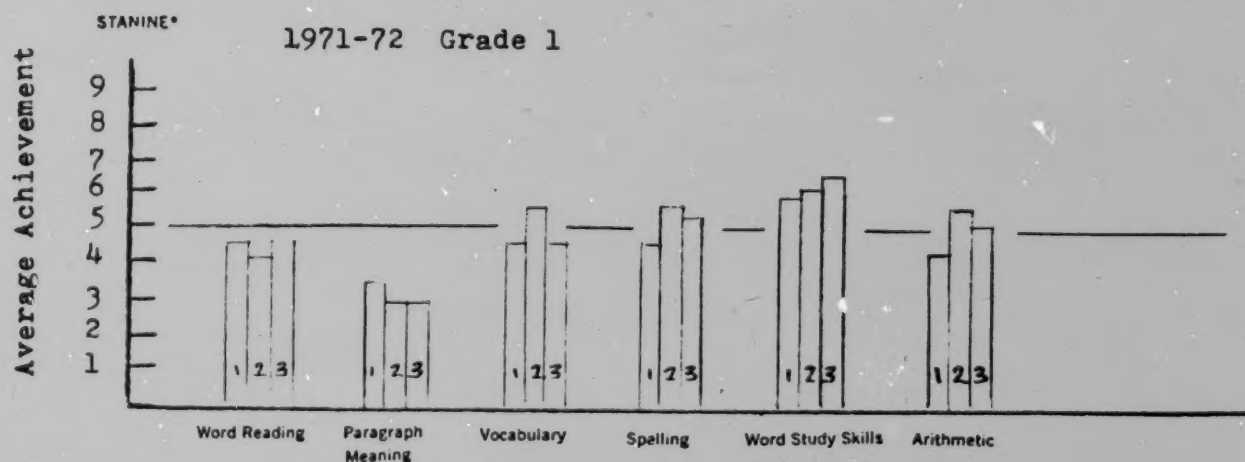
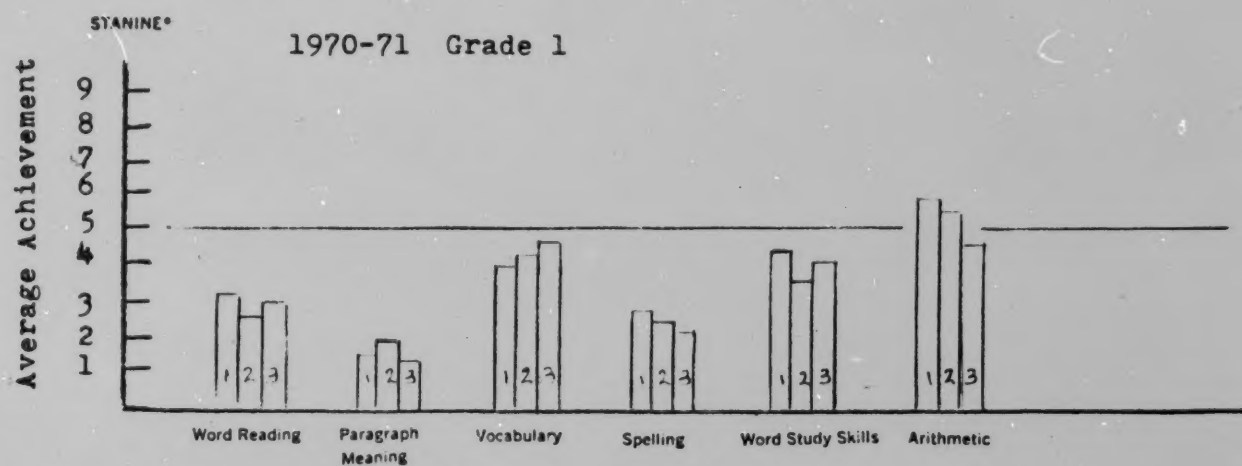
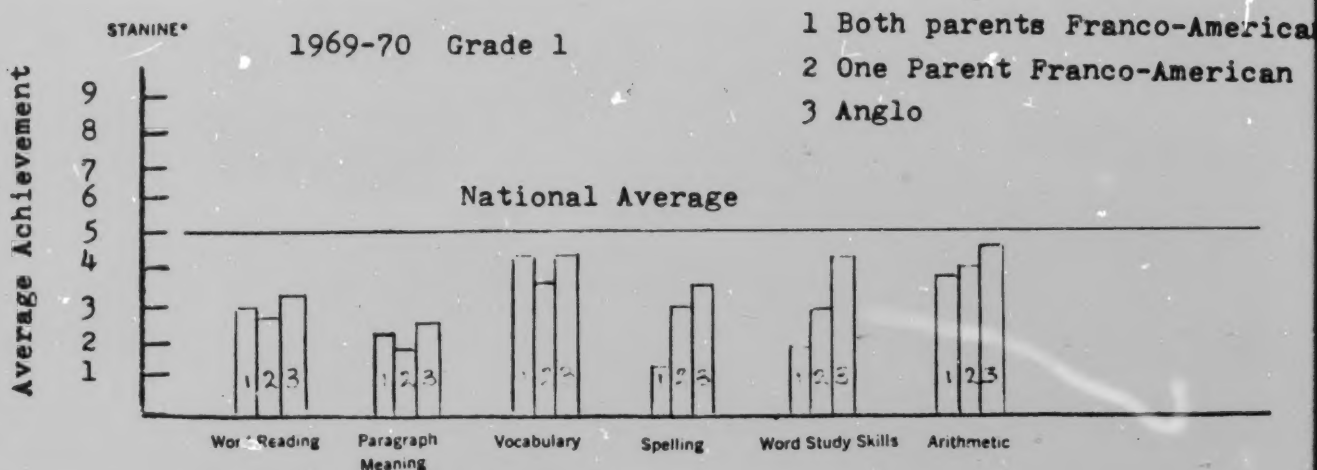


Figure 5 Five Year Sequence of Average Achievement Stanine Scores for Grade 1 Bilingual Program Children, End-of-Year Stanford Achievement Test, Primary I. (Continued on next page).

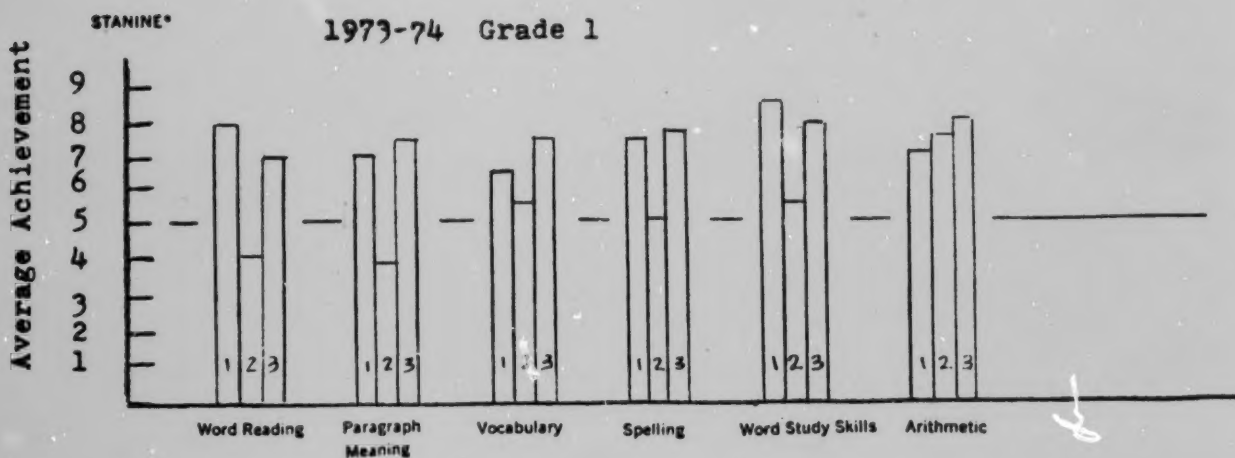
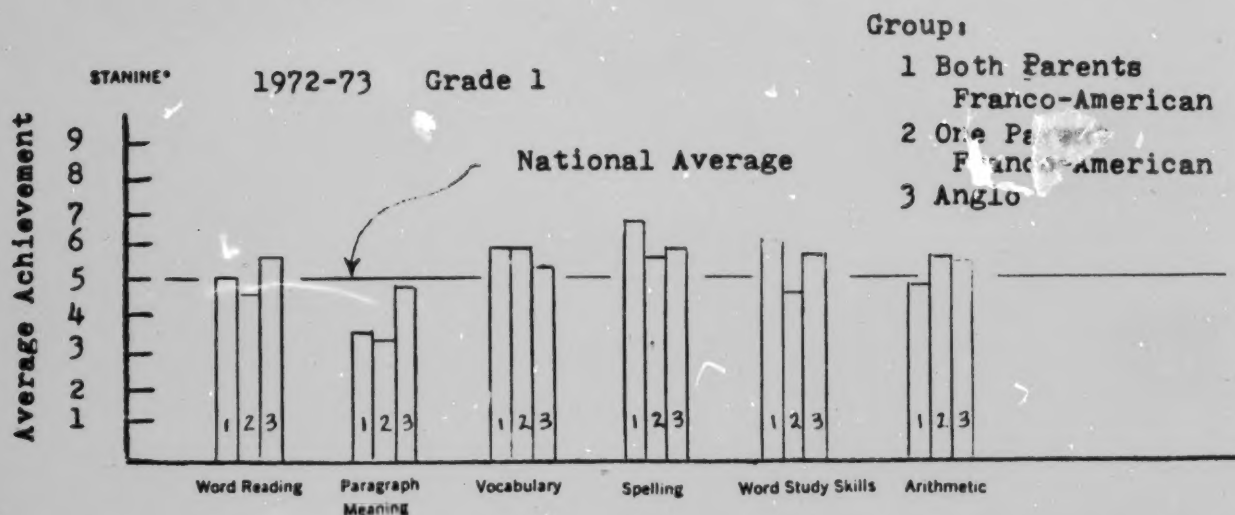


Figure 5 (Continued)

ACHIEVEMENT IN FRENCH

Achievement in Language Fluency (French)

Early in the Mascenic Bilingual Program attempts were made at testing achievement in French language fluency. The tests used were teacher-made tests and translations of English standardized tests. They covered the areas of oral language, comprehension, and content. These teacher-made tests were based upon what turned out to be restrictive and limiting behavioral objectives established for the program. As the objectives were gradually changed or expanded, it became nearly impossible to establish valid and reliable evaluation tools. It was felt that these project-developed tests neither satisfactorily nor sufficiently measured the oral language and comprehension skills of the students because teachers had not been consistent from year to year in their choice of course topics. This development, coupled with the fact that the standardized tests tended to test French comprehension rather than content area achievement, brought about a gradual re-assessment of the nature of Greenville's bilingual program. Then, a new testing philosophy and instrumentation evolved. Goals and requirements for a bilingual program, as set up by the guidelines of the United States Office of Education, were proven inadequate to meet the needs of the Mascenic Region.

Most of Greenville's students of French background were able to function only on a limited basis in English. Also limited was the French these same students were able to speak or understand. Since the project had to deal with students who were fairly inarticulate in both languages, the goals of the Mascenic Bilingual Program in the area of curriculum were redefined. In addition to enhancing the English speaking skills of its students (since this was first and foremost the language they would have to command in order to function well in our American Society), the bilingual project had to improve

the French language skills of these same children. Greenville's problem, therefore, was unique, so to speak, in that its students did not come to school speaking only one or the other language but rather speaking both to a limited extent. Both languages had to be treated as foreign to the majority of the students, in hopes of achieving the perhaps often idealistic goal of helping Greenville's students to become bilingual (that is, able to function perfectly in either language and to discover riches in either language).

In essence, this need led to a restructuring of not only Greenville's curriculum but also its evaluation design. No longer would content areas be taught in French, but rather the subject matter would be used quite innovatively as vehicles for French language teaching, and in the process eliminate the need for testing content area concepts in French.

While this gradual change in the philosophy of the program was taking place a program to teach French reading was being developed with the help of the French consultant, Miss Yolande Plante. Since "the ability to read is based upon the ability to speak and involves many of the same skills",¹ one main instrument, the Mascenic French Achievement Test in Reading (MFAT) was created to measure the acquisition of the reading skills. The evaluation of oral language and comprehension was left to the individual teachers but as far as formal evaluation was concerned these two areas were indirectly treated in the MFAT.

¹ Herbert Kohl, READING, HOW TO (New York: 1973), p. 198

Evaluation of Oral Comprehension

In addition to the indirect treatment of oral language comprehension through the administration of the Mascenic French Achievement Test in Reading, it was felt that a standardized oral comprehension test should also be used. It would supply some knowledge of the student's growth in oral comprehension and provide a proficiency level which could be compared to the reading level if further studies warranted it.

The only standardized test available in the area of oral comprehension was the California Common Concept Test geared to the junior high and high school level. Therefore it must be remembered that scores presented on table 3 below are based on the norms established for junior high students with three or more semesters of French language. Because of this, the test was administered only from grade three on.

The distribution of stanine scores from table 3 shows that the majority of students from the four grades in which this test was administered are above the fifth stanine. Surprisingly enough, even the Anglo students achieved extremely high on a test geared for junior high students.

Table 3 Distribution of stanine scores obtained by the California Common Concept Test measuring oral comprehension administered in May 1974 to students, grade 3-6.

Ethnic Group	Grade	Stanine								
		1	2	3	4	5	6	7	8	9
Both Parents Franco	3 (n-6)					1	2		1	2
	4 (n-6)						1		1	4
	5 (n-10)			1					1	8
	6 (n-14)					1	1	1	1	10
One Parent Franco	3 (n-3)	1						1		1
	4 (n-7)	1			2	1	1	1	1	
	5 (n-12)			2	2	2	1	1	1	3
	6 (n-11)	1			1	1	1	5		2
Both Parents Anglo	3 (n-6)			1		2	2	1		
	4 (n-8)				4			2	2	
	5 (n-14)		1	2	2	5	2	1		1
	6 (n-9)				1	3	2	2	1	
Total (n-106)		3	1	6	12	16	13	15	9	31

These scores are based on norms established for junior high students with 3 or more semesters of language training.

Achievement in Reading (French)

During the last two years of the program an effort was made to formulate and establish a refined French reading program geared to the needs of Title VII students in Greenville. In 1972-73, the teaching staff worked very closely with the Greenville French curriculum consultant, Miss Yolande Plante of the Service de Liaison, to incorporate the teaching of basic French reading skills into the teaching of content (subject-matter) areas. This allowed Miss Plante to assess the needs of Greenville students. Relying on her experiences with other American and Canadian bilingual programs, she developed a Reading Scope and Sequence Guide (Habiletés à Préparer en Lecture et en Ecriture Française) which was used by the Greenville teachers during the 1973-74 school year.

In order to determine whether the students subjected to these procedures had acquired any basic skills in French reading and written expression, a test battery was prepared and given in May and June of 1973. Briefly, silent reading texts, word recognition items, and sentence recognition items all in French were used to measure the skills acquired in the area of comprehension. To determine whether students could analyze the sound of the spoken French word as well as visually analyze the corresponding written word, word discrimination, word synthesis, and auditory-visual discrimination items also were included. Analysis and grammar items were incorporated into these French tests, namely at the fourth and fifth grade levels, to discover if the child had begun to grasp certain grammatical notions and word function skills needed for communication. To discover the level of proficiency of each student in writing French, spelling items and items measuring how well a student was capable of expressing himself in French through writing were also included.

The feedback gained through the administration of the French tests described above was helpful in a later revision. An analysis of both tests and scores had revealed serious deficiencies in the 1972-73 tests. Most items were too easy and some were non-discriminating. The reading selections for the most part were too simple and brief to judge fairly the students' competence in comprehension. All subtests were far too short to allow for specific evaluation of student strengths or weaknesses. An attempt was made to revise the Mascenic French Achievement Test (MFAT) in Reading during 1973-74.

Description of the Revised Test Battery

In the revised test battery, a second attempt was made to cover the four stages of learning the French written language: a global approach to reading, auditory-visual analysis and synthesis, initiation to syntax and morphology, and initiation to writing skills. Test items were composed to discover how well a child was able to comprehend a text read silently and how well he was able to extract information from this text. Word discrimination and synthesis items as well as sound discrimination items were included to determine if the student was able to analyze the sound of the spoken word as well as visually analyze the corresponding written word. In order to communicate, the student must have begun to grasp certain grammatical notions and have an understanding of the nature and function of words within a structured sentence. Items which tested these abilities were included in the higher levels of the battery. Also included were spelling items and items measuring how well a student was capable of expressing himself in written French.

The revised test battery followed basically the same format as the 1972-73 edition. It was divided into five levels geared to each respective grade: two through six. Each booklet contained evaluation items for those

skills thought to be important or necessary at different "levels" of learning in order to read French. Reading comprehension texts were made more difficult and complex at all levels. Auditory-visual discrimination word choice items were increased and were made to progress from simple, direct syllables to more complex consonant and vowel blends. Similar changes were made in the spelling and writing items.

Choice of Items Included in the Battery

As much as possible, the texts for reading comprehension were again chosen from an already researched and refined selection in the Méthode Dynamique de Lecture reading series. They were adapted when necessary. This allowed for control of at least two factors thought to be important: first, the reading selections had a certain literary quality with a concrete and lively style, and were interesting to the age group for which each selection was chosen; second, these selections were already geared to a certain age group and reading level of French-Canadian students. This afforded a more realistic comparison of the reading levels of American students.

In selecting word choices for the word and sound discrimination items, less concern was placed on the students' familiarity with these words than on their ability to attack and sound them out. Thus, not only were the researched words geared to similar age groups and reading levels of French and French-Canadian students, but these words were also divided into three main categories, from a simple construction to a more complex one, decreasing the former and increasing the latter as the levels progressed. Included in the choices were words containing syllables of two letters (Anita), words containing three-lettered syllables: a vowel between two consonants (mercure), a consonant blend followed by a vowel (greffe), and words containing a vowel sound represented by two or more letters (gâteau). Words used in the

spelling and writing items were chosen in the same manner. Since the knowledge of oral French grammar was stressed more than the written forms in all grades, only a few items testing written grammatical rules were included in the higher levels.

Various themes for written expression were taken from a choice of content area topics planned by the respective grade teachers for the scholastic year and from topics thought to be of interest to the various age groups.

Use of Test Results

Because the MFAT in Reading can suggest the types of skills acquired by students, can establish the stage arrived at by these students in learning how to read and write a second language, and, most importantly, can describe the areas of difficulties encountered in learning how to read, it was used not only as a measurement of student achievement but also as a diagnostic tool.

Results of French Reading Test

Assessment data gathered with the MFAT in Reading both pre-and post-tests are compiled in table 4 below for grades two through six according to reading skills, as described above.

Progress Results of Grade Two through Six students in reading skill areas obtained by the Mascenic French Achievement Test in Reading administered in January and June 1974.

Table 4 Grade Two

SUBTESTS	Reading Comprehension		Sentence Meaning	Word Meaning
	1	2		
Jan. 1974	44%	63%	45%	53%
June 1974	17%	42%	33%	22%
Gain or Loss	+	+	+	+

Table 4 Grade Three

SUBTESTS	Reading Comprehension		Word Recognition	Word Synthesis	Spelling	Sentence Synthesis
	1	2				
Jan. 1974	40%	43%	8%	75%	60%	80%
June 1974	13%	19%	8%	42%	22%	33%
Gain or Loss	+	+		+	+	+

Table 4 Grade Four

SUBTESTS	Reading Comprehension		Word Recognition	Word Synthesis	Spelling	Writing
	1	2				
Jan. 1974	72%	25%	15%	92%	75%	80%
June 1974	57%	25%	15%	75%	68%	60%
Gain or Loss						

Table 4 Grade Five

SUBTESTS	Reading Comprehension		Word Recognition	Sound Discrimination	Spelling	Grammar	Writing
	1	2					
Jan. 1974	61%	33%	10%	42%	55%	64%	50%
June 1974	50%	33%	15%	50%	45%	56%	50%
Gain or Loss							

Table 4 Grade Six

SUBTESTS	Reading Comprehension		Word Recognition	Sound Discrimination	Spelling	Grammar	Writing
	1	2					
Jan. 1974	39%	42%	18%	24%	41%	59%	25%
June 1974	53%	50%	9%	27%	34%	76%	41%
Gain or Loss							

Table 4 above shows the scores in percentages obtained by each grade on each subtest. These percentages were found by computing the items wrong both at pre- and post-testing, to discover a gain or loss in each skill area. A study of the tables seems to indicate that, in general, some skills have been acquired by the students. However, as shown by the percentages of error at post-testing, the desired level of mastery was not obtained. The results of the 1972-73 tests would seem to have predicted greater progress in 1973-74. But in 1973-74, the acquisition of the basic skills established for each level of reading achievement appears to have been very slow. A more systematic, instructional approach should be followed to further develop the majority of the basic skills at each level. The skill area which seems to have been developed the most extensively is that of word recognition, which is a basic skill at each level.

In general, the slow progress made by most students, as shown in the sound discrimination items for grades five and six, leads one to a variety of assumptions. The methodology for teaching the reading skills might have been less well understood during the past year than was thought to be the case during 1972-73. Teachers may perhaps have exerted inconsistent efforts in trying to teach the necessary skills. Word recognition, however, seems to have been developed to a much greater extent than the other skill areas--students might not have been pushed as far along in acquiring the other basic skills. The scores for reading comprehension, especially on the higher levels, supports the assumption that insufficient practice in reading whole passages was afforded the students.

In summary, it is almost astonishing that the 1973-74 results concerning progress in reading are inferior to those of the previous year. One is led to believe that such progress did not continue. The astounding results of the standardized test in French oral comprehension, however, seem to support the

inference that greater emphasis was placed on developing oral language at the expense of the reading skills.

Because the MFAT in Reading lacks reliability and validity data, it is impossible to infer statistically or otherwise any accomplishment in reading on the part of the Greenville students. It is also impossible to show growth over a five year span since measuring instruments were continually being created, experimented with, and revised. Furthermore, a concentrated effort to teach French reading was exerted only during the last two years of the program. Given these factors, one cannot justifiably draw inferences or make hasty generalizations.

Since a description of the skills necessary to complete each subtest of the MFAT in Reading was discussed in the 1972-73 final evaluation report, a brief analysis of the results of each subtest throughout the grade levels will suffice. For a more thorough understanding of these skills one need only refer to Miss Yolande Plante's Reading Scope and Sequence Guide (Habiletés à Préparer en Lecture et en Ecriture Française).

In order to establish norm references for the test, a sampling of French-Canadian students were tested in the spring of 1974, allowing the test creators to compute appropriate grade levels for each test. These levels are shown below:

<u>MFAT Level</u>	<u>French-Canadian Grade Level</u>
2	1.7
3	2.0
4	2.8
5	3.4
6	4.0

The MFAT in Reading has also been analyzed and critiqued by the Centre International de Recherche sur le Bilinguisme of Laval University, in Québec, Canada.

Evaluation of French Oral Reading

As a supplement to the MFAT Reading Achievement Tests, a doctoral study was conducted by French curriculum consultant of the Service de Liaison, Yolande Plante, to evaluate the oral reading abilities of a sampling of Greenville students. Among several points of interest (meaning, writing, etc.), Miss Plante was interested in the following:

1. Would a student be able to attack and read a list of French vocabulary words learned through content subject matter areas when these same words were not placed in any context?
2. Was the methodology (process) followed beneficial to students in attacking and sounding out French words which might be new and unfamiliar?
3. Did the methodology (process) have any effect, and to what extent, on the French oral reading skills of the Greenville students?

For her sampling, in June 1973, Miss Plante chose two groups of children: a grade three "more fluent" class composed of 8 students and a grade four "more fluent" class composed of 15 students. These two groups consisted of Franco-American students who did not need remedial work in English and who were capable of doing supplementary work in French, as well as "more fluent" Anglo-Americans adept at language learning, and also able to do supplementary work in French. (The students composing these Level II classes were chosen at the beginning of the school year on the basis of their French language ability and interest). These groups received an extra half-hour of French instruction per day taught by a French specialist, in addition to the regular half-hour instruction session with the "less fluent" group of Franco and Anglo American children.

Measuring Reading Skills Acquisition

To evaluate the acquisition of oral reading skills by the students, Miss Plante devised a test, Plante's Test des Mots Séparés, administered in June, 1973,

and modeled after one created by Gaston Mialaret, Director of the Educational Psychology Laboratory of the University of Caen in France.¹ Teacher logs, notebooks, content area themes and readings were scrutinized to find the words which were frequently repeated. These words were grouped by types of syllables in exact imitation of Mialaret's short-form test. A series of forty-nine words were broken down into six categories:

- 1^o CV two words containing syllables of two letters, a consonant and vowel (école, racine).
- 2^o CVC eight words consisting of a three-lettered syllable, a vowel between two consonants. (serpent, regarde).
- 3^o CCV four words consisting of a three-lettered syllable, a consonant blend followed by a vowel (écrire, fenêtre).
- 4^o CV twenty-three words consisting of a single vowel sound written in two or more letters (chien, elle).
- 5^o PAR seven special words, particularities in sounding versus writing (e.g. the soft "c" in "français", the "k" sound of "qu" in "métrique").
- 6^o DIF five difficult words (tyrannosaure, addition).

Since the two sampling groups were of different ages (8-9 yrs. and 10-11 yrs.), and also since both of these groups did not cover the same content area themes, it was necessary to devise two different lists of words. These words were printed on individual flashcards placed before the student. The student was asked to read the word on each card aloud, at his own pace. The tester had the list of words for each child and made phonetic notations of pronunciation mistakes and of words not read at all. The final note equaled the sum of words read correctly over forty-nine. A percentage was then calculated.

Because students might perhaps have sight-read correctly a certain number of the words in the above-mentioned test, Mialaret's test was administered to

¹Gugliemi, et al, pp. 106-115

counterbalance this possibility.¹ An attempt could thus be made to measure to what degree the methodology of partial intergration of content areas was beneficial to the student in reading a list of words of which some were familiar and others absolutely unknown. The short form of Mialaret's Test des Mots Séparés, a test designed to measure the acquisition of reading skills by French students in their first, second, and third years of reading, was used (cf appendix). Since Mialaret's Test des Mots Séparés was the model for Plante's Test des Mots Séparés, it alone was re-administered to the same groups of students in June 1974 as a post-test.

Measuring General Reading Habits

A third test, also administered individually, both in June 1973 and June 1974, consisted of a reading passage created by Miss Plante, similar to a test measuring general reading habits in French prepared under the direction of Mr. Burion from the Institut Supérieur de Pédagogie du Hainaut, in Morlande, Belgium.² Here again, given the fact that both groups were of different ages and had not covered the same content area themes, two different reading texts were composed. The test of third graders (1973) consisted of fifty words, that of the fourth graders (1973) consisted of one hundred words (cf appendix). The words making up the reading texts were chosen in the same manner as in Plante's Test des Mots Séparés: teacher logs, lesson plans, and documentation were scrutinized. Each word in each passage was counted once regardless of its repetition within the text.

This test attempted to measure three aspects of reading: ability and correctness, speed, and quality. To read correctly a child must have

¹ Gugliemi, et. al. p. 106 - 115.

² Ibid, pp. 94-105

mastered the phonics of the language revealed by his ability to pronounce words in such a way that 1) the word transmits an idea and 2) the pronunciation is acceptable to a native French speaker. The speed of reading is indicative of a mastery of reading mechanics and the degree of their assimilation.¹ Reading which respects the movement of a sentence is judged to have a certain quality.

On entering the testing site, the student was given the written passage and allowed a few minutes to read it silently. After the silent reading, he was asked to read the text aloud. The tester was furnished with: 1) student score sheets on which were printed (double-spaced) the reading passage on which students were to be tested, 2) a chronometer and, 3) a cassette recorder.

Measuring Reading Ability and Correctness

To measure reading ability and correctness the formula devised by the du Hainaut researchers was used. The quotient of the total number of words to be read (n) minus the number of errors, divided by the total number of words times one hundred equaled a percentage of words read correctly or a student's reading index:

$$\text{READING INDEX} = \frac{n - \text{errors}}{n} \times 100$$

An error was computed when: 1) a word was so mispronounced that it became unrecognizable and did not transmit a meaning: 2) a word might be recognizable but the sounding of it was unacceptable to a native speaker. An example of the latter norm would be if a child pronounced the French nasal sound [ɛ̃] in "photosynthèse" like the English sound [In]. A word not read was also considered a mistake.

¹
Ibid.

While the student read the passage the tester circled the words not read and wrote the IPA notation of the mispronounced words in the double spaces. Later the tester rechecked these faults by listening intently to each child's recorded reading. A reading index was then calculated for each student.

Measuring Reading Speed

Reading speed was measured by determining with the use of a chronometer the time in seconds a child spent in reading a passage of 50 words for grade three students and 100 words for grade four students.

Measuring Reading Quality

Measuring the quality of reading was in essence measuring the students' phrasing (eye-voice span), voice, and intonation. To rate reading quality, the following rating scale, adapted from the du Hainaut scale, was used:

SCALE TO MEASURE READING QUALITY

<u>Rating</u>	<u>Value</u>
0	<u>NIL.</u> Subject can only read a few words here and there. He has no sense of the movement of the sentence.
1	<u>VERY LABORIOUS.</u> Subject reads very slowly and with much difficulty and much hesitation, repeating words frequently. He still has no sense of the movement of the sentence.
1 ⁺	<u>LABORIOUS.</u> Subject reads slowly, hesitating and pausing at length between words but does not repeat as frequently.
2	<u>HESITANT AND SYLLABIC.</u> Subject reads with still some hesitation (six or seven) but with even fewer repetitions. However he syllabicates words as he reads.
2 ⁺	<u>PARTIALLY STACCATO.</u> Subject reads with many inappropriate pauses within sense groups. He repeats only once or twice.

¹ cf. *ibid*, p. 104. The du Hainaut scale tended to be much too general. A more elaborate and precise scale was thought necessary for the Greenville sampling as levels of quality were less distinct.

- 3 MINIMAL FLUENCY. Subject reads a majority of small sense groups well (Le soleil), six or seven medium length ones (à son frère), and two or three sentences without hesitation.
- 3⁺ AVERAGE FLUENCY. Subject reads all small sense groups, eight or nine medium length ones and five or six sentences without hesitation.
- 4 SUPERIOR FLUENCY. Subject reads small sense groups, most medium length ones, and mostly all the sentences accurately and with ease.
- 4⁺ NUANCED. Subject is almost always conscious of phrasing and voice when reading. He reads quotations with the proper intonation.
- 5 EXPRESSION. Subject is totally conscious of the movement of the sentences (eye-voice span, voice, expression) and reads with personal interpretation. His reading can be compared to a native French speaker's.

During the testing session, and afterwards, while listening to each child's tape recorded reading, the test administrator noted the following on each student's score sheet:

1. hesitations -- H
2. repetitions -- R
3. syllabicated words (slashing as child syllabicated) -- S
4. phrasing and rhythm -----underlining and stopping at each pause
5. pauses within sense groups ----- / (slash)
6. correct intonation of quotations ----- C
7. personal interpretation or expression ----- E

Results of Yolande Plante's Doctoral Study

The scores which Miss Plante obtained through the sampling of fourth and fifth grade students (1972-73 grade three and four students respectively) seem to suggest the following. Whereas, at pre-testing, scores on Mialaret's Test des Mots Séparés tended to show that both grade three and grade four students were gradually acquiring the ability to read and decipher words of various construction, table 5 below shows that only three of the seven fourth grade students had progressed significantly in this area while the other students had progressed in the acquisition of word reading skills and some had even progressed quite markedly. This seems to suggest that these students are well on their way to acquiring the necessary skills used to decipher words. The teaching of these skills seems to have been well-programmed during the year to permit such improvement on the part of the children involved.

ETHNIC GROUP	RAW SCORE	
	Max. 49	
	1973	1974
Group 1 Both Parents Franco		
1	29	39
2	28	28
3	34	35
4	10	28
Group 2 One Parent Franco		
1	25	29
Group 3 Anglo		
1	25	30
2	20	33

TABLE 5 RAW SCORES OF GRADE FOUR STUDENTS ON MIALARET'S TEST DES MOTS SEPARÉS TO MEASURE ACQUISITION OF ORAL READING MECHANICS ADMINISTERED IN JUNE 1973 AND JUNE 1974.

ETHNIC GROUP	RAW SCORE	
	Max. 49	
	1973	1974
Group 1 Both Parents Franco		
1	20	30
2	39	46
3	40	43
4	44	46
5	40	45
Group 2 One Parent Franco		
1	21	29
2	40	45
3	36	40
4	20	26
5	30	40
6	43	46
Group 3 Anglo		
1	24	23
2	34	36

TABLE 5 RAW SCORES OF GRADE FIVE STUDENTS ON MIALARET'S TEST DES MOTS
SEPARÉS TO MEASURE ACQUISITION OF ORAL READING MECHANICS.
ADMINISTERED IN JUNE 1973 AND JUNE 1974.

A good reader not only deciphers words, but he is also able to read a passage aloud at a decent speed, while respecting its movement, the rhythm of each sentence and its punctuation.

Table 6 indicates the level which this same sampling of students had reached at the moment of pre-testing in June, 1973. At that time they had been tested on a reading passage composed by Miss Plante, and their progress or lack of it during the year is shown by the post-testing data of June, 1974. The tables show that in general students who obtained high scores in reading accuracy (reading index) have a superior reading quality and are rapid readers. However, the scores at post-testing were such that one is led to theorize that very little practice was done in the reading of whole texts or passages. More importance seems to have been placed on the basics or mechanics of reading and not enough attention given to increasing the reading fluency of these students.

ETHNIC GROUP	READING INDEX		READING SPEED IN SECONDS		QUALITY OF READING	
	1973	1974	1973	1974	1973	1974
Group 1 Both Parents Franco						
1	88	94	71	53	3	3+
2	86	95	45	45	2+	3
3	94	94	46	40	3+	3-
4	70	84	78	47	2+	2-
Group 2 One Parent Franco						
1	86	90	93	75	2+	2+
Group 3 Anglo						
1	86	86	53	48	2+	2+
2	86	88	145	68	2	2

TABLE 6 RESULTS OF READING ABILITY, SPEED, AND QUALITY IN ORAL READING FOR GRADE FOUR STUDENTS MEASURED BY PLANTE'S ORAL READING TEXT. ADMINISTERED IN JUNE 1973 AND JUNE 1974.

ETHNIC GROUP	READING INDEX		READING SPEED IN SECONDS		QUALITY OF READING	
	1973	1974	1973	1974	1973	1974
Group 1 Both Parents Franco						
1	77	86	187	176	2	2-
2	95	97	85	85	4-	4-
3	95	94	104	94	3-	3-
4	95	97	124	108	4	4-
5	93	97	121	100	4	4-
Group 2 One Parent Franco						
1	70	86	190	145	2	2-
2	93	93	172	140	3	3
3	89	93	185	120	3	4
4	77	79	160	125	2-	2-
5	83	84	195	170	2-	2-
6	95	97	96	110	4	4-
Group 3 Anglo						
1	71	67	184	160	2	2
2	77	80	159	135	3	3

TABLE 6 RESULTS OF READING ABILITY, SPEED, AND QUALITY IN ORAL READING FOR GRADE FIVE STUDENTS MEASURED BY PLANTE'S ORAL READING TEXT. ADMINISTERED IN JUNE 1973 AND JUNE 1974.

Oral Reading Passage - Yolande Plante

GRADE LEVEL FOUR

WORDS: 50

Paul ne va pas à l'école aujourd'hui.
Le soleil brille.
C'est un matin de printemps.
Paul dit à son frère, René: "Veux-tu jouer au ballon avec moi?"
Paul et René jouent au ballon près de la maison.
Bijou, le petit chien brun, joue lui aussi.
Il court. Il saute. Il jappe.
Les enfants s'amuse**n**t bien.
C'est l'heure du dîner.
Les enfants rentrent à la maison.

GRADE LEVEL FIVE

WORDS: 100

Il fait soleil aujourd'hui. Les garçons et les filles de la classe partent en promenade dans les bois.

La rivière coule joyeusement sur les roches et les cailloux; les enfants s'amuse**n**t bien.

Soudain, les garçons voient un petit écureuil roux. Paul place des glands sur l'herbe verte.

L'écureuil regarde cette nourriture. Il hésite, il avance, il mange bien vite tous les glands; il est très content.

Les filles courent après les papillons. Il y a des papillons bleus, des papillons jaunes, des papillons oranges et noirs; ils voltigent de fleur en fleur.

Marie se prépare à cueillir une marguerite; mais elle voit une abeille sur la fleur. Elle pousse un cri...L'insecte s'envole vers une rose.

Un garçon trouve un nid dans un érable.

"Venez voir, dit-il à ses amis, venez voir; il y a ici trois oeufs dans un nid."

Tout le monde arrive. Mais un oiseau survole l'arbre en criant. Il se pose sur le nid.

Les enfants repartent.

Ils suivent la rivière qui brille au soleil.

TEST DES MOTS SÉPARÉS
Gaston Mialaret

A

- 1 habile
- 2 kēpi

B

- 1 facture
- 2 calme
- 3 bascule
- 4 péril
- 5 discute
- 6 lecture
- 7 respire
- 8 corde

C

- 1 brume
- 2 sobre
- 3 sucre
- 4 socle

D

- 1 laine
- 2 gâteau
- 3 bien
- 4 faim
- 5 aluminium
- 6 pompe
- 7 meule
- 8 foin
- 9 bétail
- 10 soleil
- 11 paille
- 12 fille
- 13 semer
- 14 minet
- 15 fesse
- 16 galette
- 17 gamelle
- 18 mireille
- 19 daniel
- 20 femme
- 21 écureuil
- 22 cueille
- 23 nation

E

- 1 cigale
- 2 large
- 3 biche
- 4 vigne
- 5 photo
- 6 mixture
- 7 coque

F

- 1 menuet
- 2 examen
- 3 caoutchouc
- 4 thermomètre
- 5 naphataline

Highlights in School Achievement

Standardized Achievement Test Results

1. The major program goal, that all children on the average achieve at the national test norm, has been attained with the exception of grades five and six where achievement in language, arithmetic and social studies are below the national stanine 5 to the extent that in these areas the Greenville children at these levels need further diagnostic study and/or teaching strategies re-evaluated to determine possible cause.
2. First and second grades of five years ago tested significantly below national average in many content areas. During the succeeding years, each grade has increased its rate of achievement and are at national norm levels except in the areas indicated in statement one above.
3. First grade achievement levels during the five year period have increased from well below the national average to at or above national average. The advent of the kindergarten class two years ago may be supportive to this gain in rate of achievement at the first grade level.
4. The goal of no differential in achievement between Anglo and Franco-American has been achieved. This is verified by the 1973-74 achievement data.
5. Each year of schooling is resulting a years gain in total average achievement at each grade level. This gain is of course not only statistically significant, e.g. greater than error of measurement inherent in the tests, but also educationally significant.
6. School-wide and for total achievement test battery of the Stanford Achievement Test, Greenville children are achieving at the National average at the end of year 1973-74.

CHAPTER FOUR

LE SERVICE DE LIAISON

By: Robert Paris

Le Service De Liaison

In 1967, no thought of possible Francophone participation seemed to enter the minds of those who were preparing the U. S. Office of Education in Washington to implement Title VII of the Elementary and Secondary Educational Act (ESEA). At that time, general discussion of project funding under the Bilingual Education Act newly passed by Congress revolved around the most obvious needs of the Spanish-Americans, the American Indians, and a few other fairly well-known ethnic groups. The Franco-Americans, however, had hardly been in evidence during previous government programs related to linguistic and cultural development--although the National Defense Education Act (NDEA) of the late fifties and early sixties had funded a Franco-American teacher-training institute first at Bowdoin College in Maine, then at Assumption College, in Worcester, Massachusetts. During the same period there had been a somewhat less-organized attempt to include Franco-American teachers of French in NDEA institutes at St. Anselm's College and at Rivier College in New Hampshire, as well as at the University of Maine in Orono. In very small numbers and somewhat half-heartedly, a few American Francophone groups had additionally managed brief temporary associations with various USOE programs under other acts and titles, thanks largely to the indefatigable efforts of dedicated individuals such as Dr. Bruce Gaarder, who had long lamented the traditional quasi-invisibility of Franco-Americans vis-à-vis Washington's projects.

In most recent years sociologists and sociolinguists have attempted to analyze this apparent passivity of the Franco-American group in the face of federal and institutional opportunities for assistance and self-development.

Many have concluded that although such passivity and low visibility have indeed been real phenomena, they may have proceeded not from a lack of genuine need for assistance, but rather from certain group characteristics of "moral independence" and ethnic introversion, coupled with (in this generation at least) a general lack of effective ethnic leadership--at least in the secular and political sectors of regional and national life.

Be that as it may, first attempts in 1967 to include Francophones under ESEA-Title VII, led by Mr. Robert Fournier (N. H. State Education Language consultant) and Dr. Robert Beaudoin (a physician from Manchester, N. H., who later became the first Franco-American to sit on the National Bilingual Advisory Committee) were met with something less than a sympathetic understanding and open arms in Washington. But Fournier and Beaudoin were both personally convinced of the urgent importance of securing immediate Title VII approval for at least one initial French-English bilingual program which might begin to "make a case" for Francophone needs in the United States, and which might help to reverse the trend of Franco-American non-participation in national programs. In this they were supported by Prof. Robert Paris, another Franco-American who was then Chairman of Modern Languages at St. Anselm's College, and who had been former Director of the NDEA French Institutes there which had accepted many Franco-Americans in the past.

At the moment that the new Guidelines for application under Title VII had been announced, a brief but intensive study of immediate Francophone needs and possibilities mainly in the northern New England area was carried out. Fournier pinpointed the Mascenic, N. H. School District, which served the Greenville community and which exhibited many of the characteristics required for Title VII participation. He then secured the consent of the Mascenic

Superintendent and his School Board to put together a test proposal with community input and assistance. Thus it was that in early December of 1967, after much necessary ground work, Fournier, Paris, Mr. Paul Heckman, then Vice-Principal of the Mascenic Regional School, and Prof. Geneviève Lambelin, then Visiting Language Education Consultant to Fournier's office (now professor of English and Linguistics at the University de Bordeaux, France), all met at Notre-Dame College in Manchester, N. H., to draft the preliminary proposal for the first French-English Title VII project in the United States. Along with Mascenic officials and the N. H. State Department of Education, this initial planning stage was supported by the fledgling College and University Council, in the person of Dr. Henry Munroe, its Executive Director.

It was at this moment of formal creation of the Greenville Title VII proposal that Paris broached the concept of first a regional, then a national consortium to link and coordinate French-English bilingual education efforts mainly in New England and Louisiana. Fournier and Paris quickly elaborated a general plan proposing the gradual establishment over a period of several years of such a coordination center, which would assist in developing and establishing new bilingual programs in the Francophone areas of the country, which would coordinate all such projects for the mutual preservation, strengthening and expansion of Franco-American resources in line with current and future national needs, and which would allow such programs to participate more fully in international as well as national educational and cultural efforts. The so-called French bilingual consortium would pull together and stimulate much-needed practical research, instructional materials, staff training programs and dissemination, and linkage plans, in a serious attempt not only to service American Francophones under federal Title VII, but to encourage them along with the non-French speaking groups to think of a second language and culture as primary national resources.

This consortium plan was submitted as an appendix to the 1967 Mascenic preliminary proposal. Although the Mascenic program was later funded, the proposed consortium was not. In 1967 and 1968 the plan appeared rather premature and perhaps even a bit too daring for serious consideration. It was, however, to prove quite prophetic in the light of subsequent developments.

Preparations For Coordination

Fournier and Paris had not given up their idea of establishing a French bilingual coordinating agency. In October, 1968, Mr. Normand Robitaille was appointed director of the Mascenic Bilingual Program in Greenville. As chief administrator of the first Title VII French-English education program in the United States, Robitaille's pragmatic foresight led him to quickly expose Fournier's and Paris' convictions regarding coordination of Franco-American development. He decided then and there that he would, in his unique position, devote many of his efforts to building such coordinated resources for French.

After the most difficult organizational phase of the Mascenic Project had been completed by the summer of 1970, Robitaille invited Paris to join the Greenville staff as special consultant to the project. Paris accepted. During the 1970-71 academic year, he assisted Robitaille in sophisticating and streamlining the various project components such as curriculum, materials development, staff training, community relations, testing and evaluation, student and parent counseling, management, etc. Meanwhile, four other French projects had been funded under Title VII: St. John Valley (Madawaska), Maine; Derby, Vermont; Breaux Bridge and Lafayette, Louisiana. Robitaille and Paris concurred that a serious attempt should be made to establish intensive communications among the French projects, at least informally and that

Greenville, as the first French project, ought to assume the initiative in sharing useful information and technical assistance with the newer programs.

One year earlier, the U. S. Office of Education had established a "National Consortia for Bilingual Education" in Fort Worth, Texas, which was still in the initial stages of development. All of the French projects had been in contact with Fort Worth, but had not yet shared in any "Consortia" services, although Robitaille was appointed to Consortia's Professional Advisory Committee, and all the directors and their staffs had already spent untold hours filling out questionnaires for the Texas project. The French programs were becoming annoyed that although Fort Worth was certainly in a position to offer them useful services such as materials packaging and dissemination, nothing had been forthcoming. Spanish-speaking interests clearly seemed to dominate the "Consortia" agenda. And besides, the French projects' coordinating needs were more clearly developmental in nature, extending into areas beyond the packaging and dissemination which appeared to be the range of Fort Worth activities.

Thus it was that, with Robitaille's approval and encouragement, Paris began to spend a significant portion of his time setting up communications between the French projects and with other agencies and institutions which might offer valuable services, such as: Middlebury College in Vermont (staff training); the Quebec Ministries of Education and Culture (material exchanges, research, consultants); McGill University in Montreal (research consultants); Ontario Institute for Studies in Education (OISE) in Toronto (materials, evaluation, research, consultants); Laval University in Quebec; the University of Vermont; etc. etc.

Paris' efforts culminated in the first French Title VII Director's Meeting, chaired by him, sponsored by the Greenville project and held at the New England Center for Continuing Education at the University of New Hampshire in January 1971. Participants at the meeting included Mr. Richard Goulet, USOE Bilingual Program Officer, the five French project directors, each with appropriate staff assistants and consultants, Prof. André Paquette, then Director of the Language Schools at Middlebury College, Mr. Robert Fournier of the N. H. State Department of Education, and others. The agenda of the meeting included a thorough discussion of various common project needs, accomplishments, problems, and plans, with special reference to staff training, as well as a review of audio-visual instructional and cultural materials to be made available to the projects by Radio-Québec and the Québec government. Among the several urgent recommendations issued unanimously by meeting participants, one of the foremost was that some official means be found to institute a regular coordinating system among the French projects as quickly as possible. It began to appear that the 1967 French Consortium plan had been an appropriate one, even if it was somewhat ahead of its time.

A "Coordinating Unit" is Proposed

Without delay, Paris set to work preparing an Addendum to the 1971-72 Mascenic Title VII Proposal, calling for the establishment of a French "Coordinating Unit" to be operated as a component of the Greenville project. The addendum's introduction stated:

"For the last year, and especially at the recent conference of Title VII French Bilingual Project Directors held in January at the University of New Hampshire, it has become progressively clear that the French Title VII Projects hold in common certain characteristic internal needs, especially in the areas of curriculum, materials and staff development, which could well be serviced by a coordinating unit funded

through one of the on-going Title VII French projects. Such a unit should exist to assist all such French programs, and to eliminate the duplication and inefficiency caused by the present lack of such coordination.

In addition, it has become obvious that a number of educational institutions and agencies outside the federal realm have been developing or have shown an interest in beginning programs, resources, and services in the areas of French bilingualism, which while perhaps unapproachable in terms of an individual Title VII projects, might and probably would respond in a most positive way to a coordinating body representing all of the Title VII French Projects.

It would seem that a clear and cogent case can be made from a practical, short-range, as well as from a more idealistic, long-range point of view, for the establishment of a coordinating unit such as the one detailed and proposed below:

GENERAL OBJECTIVE

The establishment and operation of a coordinating unit staffed by a full-time coordinator, a materials translator/developer, several part-time consultants and a secretary, and funded, administered, and evaluated as a component of the Mascenic Bilingual Program (Greenville, N. H.), to assist and service all of the ESEA Title VII French/English Bilingual Projects in the United States in the areas of:

- A. Needs assessment
- B. Curriculum/materials development
- C. Staff development
- D. Dissemination

This unit will be known as the Service De Liaison Des Projets Bilingues Francais-Anglais (ESEA-VII).

The Service De Liaison Begins

The U. S. Office of Education accepted the 1971-72 Addendum as proposed, and made available the modest finances needed to begin Service de Liaison operations. Paris became its official coordinator. As such, his efforts proved to be a logical continuation and expansion of the work which he, Fournier, and Robitaille had begun several years before.

Essentially, the Service was to be a one-man operation, technically somewhat limited in scope to the part-time efforts of a few consultants and to a fairly parsimonious communications budget. Besides, one could not automatically count on the happy cooperation and good will of the various program directors--in such a professionally competitive field each would be quite normally concerned, perhaps even jealous about selfishly and aggressively maintaining his or her own program's dominance in special areas of achievement. The prospect of sharing ideas and accomplishments could indeed appear threatening to those hardy souls trying to survive in a "dog-eat-dog" world. In some cases, one might confront what amounted to a traditional ethnic suspicion of all forms of "cooperation" which seem to undermine local autonomy. In addition the characteristic impersonality and competitiveness of most Washington guidelines and requirements tended at times to obscure the common goal, shared by the projects, of Francophone educational and cultural development as a national resource. This might periodically cause Washington's requirements to become the major focus of program attention while basic local needs were set aside.

In the face of this hopefully realistic rather than cynical appraisal of the situation, the Service Coordinator decided from the beginning that the major thrust of his personal efforts and of those of the unit itself should always be to address and clarify the "human imperative". In other words, the Service would try to promote sensitivity to the human dimension of projects efforts, communication for creative self-development, clarification allowing individuals to take responsibility for themselves and for their own decisions, and a sense of community spirit, intent, and effort, without which any national resource is truly devoid of solid moral foundation. The basic idea of the Service was not to create a professional "empire", but rather to provide the

communications and linkages which would free Francophone children, their parents and communities, along with the staffs which serviced them, to be THEMSELVES.

Without financial and political power, Paris was nevertheless convinced that the Service was ideally placed to begin encouraging the creation of a human and professional network among American Francophones. Early on, the Service took as its "texte de base" the following poem by Paul Fort:

"La Ronde"

Si toutes les filles du monde voulaient s'donner la main
tout autour de la terre elles pourraient faire une ronde.
Si tous les gars du monde voulaient etr' marins
ils feraient avec leurs barques un joli pont sur l'onde.
Alors on pourrait faire une ronde autour du monde
Si tous les gens du monde voulaient s'donner la main.

Objectives and Accomplishments

Needs assessment

In the early fall of 1971, one of the Service's first tasks was to perform a thorough needs assessment of the six French-English Title VII projects (Lewiston, Maine had been added to the list by this time). The Coordinator prepared a questionnaire covering possible needs in all component areas: instructional, materials development/adaptation, staff training, community involvement, management, and evaluation. During personal on-site visits to the various project locales, the Coordinator completed these questionnaires with the assistance of each director and appropriate staff members. The information culled from these original interviews formed the basis for further defining the specific objectives of the Service. They yielded an outline of the special areas of possible information-sharing among the projects, areas of common development and need for technical assistance. As new French projects

were added to the Title VII list (Caribou, Maine and New Iberia, Louisiana in 1972-73) and as the older projects progressed, the Coordinator periodically gleaned additional needs assessment information from the directors during further meetings. One of the major functions of the Service de Liaison during its three years of existence has been to continue collecting and sharing such information concerning general and specific project needs. Each year the Service has issued a variety of verbal and written reports of meetings, visits, etc. Such needs assessment activity has helped the directors make better program decisions, and has permitted a clearer focus on year-by-year regional and national Francophone accomplishments and problems.

Curriculum/Materials Development

The "Robinett Materials"

The first major Service de Liaison effort in instructional materials development was undertaken in 1971-72. It consisted of an attempt to translate into French and to adapt on an experimental basis the Primary One Bilingual Curriculum Materials just developed by the Spanish Curriculum Center in Miami, Florida. Since Mr. Ralph Robinett was the Director of this center, the materials soon became known as the "Robinett Materials", although his entire staff had collaborated on the original Spanish-English version. Mrs. Joyce (de Larichelière) Macnamara, the Director of the Derby, Vermont project, had identified these materials as a possible solution to the frustrating curriculum vacuum with which every French project was grappling at that moment. (At that time very little materials adaptation and development had yet taken place on the local level). With the consent of a few project directors and a green light from Washington, the Service began to organize the French version of the "Robinett Materials". Under the coordinator's direction, Mrs. Macnamara and Collette Gibeault of Montreal served as translators, with editing of the various drafts

being handled in Greenville, Final printing was done by the Spanish Curriculum Center in Miami. The completed units were then disseminated to the French projects and other interested parties by Miami and the Service de Liaison. In spite of the real, and in some cases unanticipated, difficulties implicit in such a time-consuming effort, by spring of 1973, all sixteen units of the Primary One Level and several initial units of Primary Two had been adapted into French. During this time, several of the French projects had agreed to field-test the materials as they were produced. The field-testing did not go smoothly; however, unforeseen obstacles included several changes in deadlines for availability of the printed materials, progressively less than enthusiastic support by the projects, many of whom were embarking on their own extensive local curriculum-building attempts by this time, and finally the sheer burden of such a complex operation which demanded staff indoctrination in a methodology which had not yet been properly worked out even in theory. The French version of the "Robinett" series eventually came to a grinding halt. In May of 1973, the USOE program officer recommended, with the projects' consent, that further "Robinett" development be curtailed, since more appropriate local curricula were by then beginning to fill the void. The effort was far from wasted, however, as it did produce a fine 16-unit curriculum program for the primary-one level of a master French-English education program! The French "Robinett" series will continue to serve as a basic model for projects who wish to develop their own bilingual curricula.

French Language Arts Program

The second major curriculum-development effort to be undertaken by the Service de Liaison grew out of a professional association with Miss Yolande Plante. Since she had been first contacted at the Ontario Institute for Studies in Education (OISE), Toronto in 1970, she had occasionally served the

Service de Liaison as a consultant. In 1973, the Coordinator hired her as the official French "conseillère pédagogique". She then began a regular series of project visitations to assist in organizing French Language Arts programs in all of the grades, and to give teacher-training workshops mainly in French reading/writing skills development. Under her expert guidance the projects have prepared a variety of subject-matter units to teach French Language Arts in grades K through 6. Through the Service she has written and published a French Reading Skills Scope and Sequence Guide. With the Greenville project she has developed a French Linguistic Aptitude Test for the lower grades described in Chapter III of Greenville evaluation above. Her work with all of the projects has contributed significantly to drawing together common resources, while allowing for necessary local differences in methods and content. (A detailed report of Miss Plante's activities on behalf of the Service is published in the June, 1974 issue of the Bulletin du Service de Liaison).

Bibliographies

Since its beginning the Service has also compiled bibliographies of instructional materials used in or useful to the French Title VII Programs. It has recently issued annotated bibliographies of the most commonly used French-language materials in the projects (these lists include books, locally-produced materials, audio-visuals, charts, games, etc.). The Service has also collected an array of reference and research materials in bilingual education and corresponding instructional development. It has served as a depository for copies of materials locally-produced by the projects themselves.

Staff Development

Even before the first French directors' meeting in January of 1971, it had become apparent that high priority should be given to the coordination of staff-training efforts and linkages with related resource institutions.

In effect, the French projects were all faced with a critical shortage of adequately trained bilingual personnel, and would have to begin working together immediately to create a pool of competent and qualified teachers who might carry on the programs when federal funding ended.

Areas of Staff Need

At the January, 1971 meeting it was obvious to all that two major areas of staff preparation needed to be organized: first, French language competency (literacy) for English-speaking teachers without the adequate skills and for Francos who did not possess sufficient aptitudes in the standard dialect; secondly, elementary-level pedagogy for those French teachers who were finding their way into bilingual programs without the necessary methodological background. In its three years of operation, the Service has furnished a number of part-time consultants to the projects for short-term in-service training workshops in language culture and pedagogy. It has assisted in organizing short-term combined summer training sessions---for New England staff at the Greenville and Madawaska projects during the summers of 1972 and 1973, for Louisiana staff at the University of Southwestern Louisiana. The Service affiliated each summer workshop series with the Antioch College Graduate School of Education, and with U.S.L., and the University of Maine, so that academic credits were available to the participants who wanted them. In addition the Service arranged for Title VII French project staffs to participate in the intensive language/culture summer sessions at Middlebury College in Vermont, and at the C.E.G.E.P. (College d'Enseignement Général et Professionnel) de Jonquiére, Québec. The Service also helped coordinate the "Psycho-pédagogie course for bilingual teachers at Jonquiére during July and August of 1972. This course was geared to the "Robinett Materials" and it helped prepare teachers for the initial field test of the experimental French version of these materials.

In 1972-73, the Service helped Louisiana project directors and the USL staff in Lafayette to plan and implement an undergraduate-graduate degree program for French bilingual teachers in elementary education. This was the first academic program of its kind in this country.

Each year, the Service has worked closely with all of the French project directors to produce coordinated summer-and-academic-year staff training plans for French Title VII workshops and activities. It has regularly made special consultants available as part of these training sessions and has helped to develop inter-project schedules for such events.

Finally, the Service has also organized and sponsored a yearly series of inter-project staff exchanges, where a contingent of teachers from either Louisiana or New England might visit the other projects for a period of at least a week. Exchange teachers have spent their time in the project classrooms alongside their local counterparts, and have thus benefitted from a brief but intensive exposure to the methods, materials, and culture of each region. The directors have agreed that this has been a valuable activity in motivating their staffs in expanding their professional horizons. Reports of these exchanges, prepared by the teachers themselves, have regularly appeared in the Bulletin de Service de Liaison.

The Service has also regularly compiled lists of information concerning teacher-training programs available or of interest to the French projects, and has disseminated this information individually to the directors and publicly through articles in the bulletin,

Communication and Dissemination

Conferences

One of the most important and complex tasks which the Service de Liaison has fulfilled since 1971 has been the coordination of annual North-American French-English Bilingual Education Conferences for Title VII projects. The January, 1972 conference was held in Lafayette, Louisiana, thanks to the initiative of Mrs. Hazel Delahoussaye, Breaux Bridge Project Director, and with the co-sponsorship of the Breaux Bridge and Lafayette projects. Over two hundred guests attended the proceedings, including all of the French directors, representatives from the bilingual projects staff, as well as USOE representatives, administrators, officials and delegates from Canada and France. The program included workshops and discussion panels related to the regular components of Title VII programs, with particular emphasis on special French considerations and problems.

In October of 1973, a similar conference was held in Madawaska, Maine, with the co-sponsorship of the St. John Valley program. If anything, this meeting was even more extensive, dynamic, and well-attended. Both conferences attracted regional, national, and international publicity for French Title VII efforts. They also later proved to be important catalysts for non-federal French bilingual activities in New England and Louisiana.

For April of 1974, the French directors requested a more restricted conference involving only administrators, coordinators, evaluators, and curriculum specialists. Such a meeting was held in Boston, Massachusetts. This was a working conference, involving only a small number of outside consultants along with project personnel. Its primary objective was to sharpen the focus of future national and regional French bilingual plans, mainly in the areas of

curriculum-building, self-evaluation, and staffing. Participants were encouraged to look beyond current Title VII limitations to identify conditions which might permit continuation of program efforts even without federal assistance or after such aid had expired.

The Service has regularly assessed the effectiveness of each conference. It has published detailed reports of all conference agendas, proceedings, and recommendations.

Directors' Meetings

The same holds true for the annual Directors' meetings under Service sponsorship, which were held as follows: January, 1971--University of New Hampshire; July 1972--Jonquière, Québec (combined with a visit to the intensive staff-training program there); February, 1973 and February, 1974 -- Lafayette, Louisiana. At these meetings, intensive evaluation and shared planning sessions were held by the project administrators.

Level One Evaluation Meetings

From 1972 through 1974, the Service de Liaison coordinated four Level One Evaluation study sessions, two in Greenville and two in Lafayette. They were attended by concerned staff members and evaluators from these two projects. Greenville and Lafayette had been selected by USOE as the two model French programs to attempt a synthesis of detailed evaluation designs and testing procedures. Complete reports of the agendas and recommendations of these meetings were published by the Service.

Newsletter

For two years now, the Service has been publishing a bilingual newsletter, the Bulletin du Service de Liaison, which covers a broad range of topics, reports and news items of interest to the French project staffs. To date, eight issues have appeared, six regular and two special numbers, published at the

rate of four editions per academic year. The Bulletin is disseminated gratis to the French projects, to USOE and to a long mailing list of professional notables in the United States, Canada, and France.

Project Visits

Each year the Service Coordinator has personally visited all of the French Title VII projects to observe program operation, to gather information, and to share pertinent developments with the various staffs. Miss Plante, the Service's French curriculum consultant, has also visited each project at least three times since 1973, in order to coordinate and assist in materials and staff development efforts.

Visits to Institutions and Agencies

Since 1970, the Coordinator has personally visited well over a hundred colleges, universities, and government and private agencies interested in sharing information with the French Title VII programs. Some of these agencies have also explored the possibility of establishing more direct training and/or research links with the Louisiana and New England projects. In the Northeast, one can count all of the New England state universities, many state departments of education and private colleges, several public and parochial school systems; in Louisiana, USL as well as several state and CODOFIL (Council for the Development of French in Louisiana) programs have been visited. The Coordinator has had first-hand contact with many of the principal universities of Québec as well as other provincial agencies such as OISE in Toronto, various Quebec government ministries, Radio-Québec, etc. In the Fall of 1973, at the invitation of the French Government, and at its expense, the Coordinator visited the Ministries of Education, Culture, Foreign Affairs, and the Haut Comité de la Langue Française in Paris, the Institut Pédagogique de Sèvres, the Lycée International d'Hennemont, the Ecole Normale

de Rennes, the Université de la Haute Bretagne, the Ecole Bilingue de Paris, etc. etc. All of these institutions are now engaging in information exchange with the Service, and some are contemplating more active association with the French bilingual projects. For example, the French Ministry of Cultural Affairs, through its Cultural Services in New York and with the assistance of the Service de Liaison, has given special grants to ten Franco-American bilingual teachers for a summer study-session in Paris during July, 1974.

Public Relations

The Service de Liaison has assisted the national and regional news media in obtaining information concerning French bilingual education and Title VII, such as the feature article by Mrs. Francis von Maltitz soon to appear in the Saturday Review/World magazine. The Coordinator has been frequently interviewed on television and radio in New England, Louisiana, and Quebec. He has been a guest speaker at a multitude of conferences, meetings, and social gatherings where interest in Title VII was present. He has initiated and cultivated contacts with numerous professional and fraternal organizations concerned with French bilingual education and culture. He has dialogued with sociologists, sociolinguists and anthropologists about recent studies of Francophone ethnic groups, and he has actively disseminated pertinent reports and research. He has maintained rosters of available expert consultants in every field of endeavor related to French Title VII efforts. In short, in spite of its modest operation, the Service has become one of the major information centers for French bilingual education in North America.

The Influence of The Service de Liaison

The Service de Liaison has not lain idle in the face of opportunities to encourage Francophone educational and cultural development, even beyond the pale of ESEA federally-funded opportunities. Of course, the Service's primary

obligation has always remained the care and feeding of the French Title VII projects themselves. However, in the course of fulfilling many of the objectives set for these projects, the Service has stimulated other, related efforts. Here are a few examples:

The Council for the Development of French in New England (COCOFINE) was first proposed and directly catalyzed by the Service Coordinator at the 1972 Madawaska Conference. Subsequently, he has continued his personal encouragement of and involvement in this major project, along with Dr. Marron Fort of the University of New Hampshire, and Mr. Robert Fournier, of the N.H. State Department of Education.

The participation of American bilingual teachers in the Québec-Jonqui re language training program and in the special Middlebury College summer programs are a direct result of Service cooperation.

The Service helped plan the Francophone meeting with U.S. Congressional leaders sponsored by the Louisiana Congressional Delegation and held on Capitol Hill in July, 1973. The goal of the meeting was to raise the visibility of the French among national bilingual programs, and to ask Congress for legislation encouraging programs in second languages as a national resource, without reference to "disadvantaged ethnic" criteria. This meeting was attended by the French project directors and the USOE Program Manager as well as by representatives from New England, Louisiana, and many other states, Canada, and France. At the meeting, the Coordinator and some of the directors were interviewed for Canadian Television.

Comprehensive state French bilingual education plans for New England and Louisiana have been assisted by Service efforts. The Coordinator has directly encouraged the recent creation of Francophone Cultural Exchange Commissions

in each of the six New England states. He has also cooperated with CODOFIL in Louisiana, in the development and expansion of that agency's programs. He has aided the College and University Council in its efforts vis-à-vis French language and cultural maintenance and bilingual education. He has participated in planning French-language television programming on both educational and commercial networks in the Francophone areas of this country. Every major American university or language/culture program which has associated itself with Franco-American interests in the past four years has been in direct communication with the Service de Liaison. Additionally, the Service has been an important link between American and current Canadian and European French bilingual efforts.

The Greenville Program Ends

When Greenville announced in early 1974 that local political embroilments would not allow the School Board to continue that project beyond June of this year, it became apparent that the Service too would have to close its doors.

The other French Title VII programs quickly rallied to the defense and support of the Service de Liaison. Each project director wrote USOE praising Service accomplishments and detailing the value and importance of such a coordinating unit for French. They urgently requested that the Service be continued, even if Greenville had to end its program. This demand seemed unquestionable proof that the Service had achieved a modicum of success during its three years of existence.

In a telegram dispatched by the participants at the April, 1974 French Bilingual Conference in Boston, the following unsolicited encomium was drafted and sent to Dr. John Molina, presently Director of the USOE Division of Bilingual Education in Washington:

"At our current working meeting in Boston, the assembled staff personal of the French-English ESEA-Title VII programs unanimously expressed a deep concern at the possible discontinuation of the Service de Liaison. It was felt that such an event would greatly undermine the human interconnectedness which has developed among our projects, and would significantly diminish the effectiveness of the people who are responsible for the change-growth process in the French-speaking areas of the country.

At its closing session, the group..(wishes) to convey this concern to you, and to request that we explore, with you, without delay, possible avenues for continuation of the Service de Liaison."

On June 18, 1974, Washington notified Mr. Robert Fournier by telephone that a proposal to continue the Service has just been approved. This proposal calls for the transfer of the Service to Manchester, New Hampshire, where it will operate under the aegis of the College and University Council, by sub-contract to a new French Title VII project in Berlin, N.H.

At this writing, then, it would seem that the Greenville efforts have indeed been a good beginning...

APPENDIXES

23

CONSULTANTS

Aikman, Louis (Dr.)
76 Pilgrim Road
Wellesley, Mass. 02181

Served as external evaluator since the inception of the program in 1969. Has developed evaluation methods and techniques. Has developed an evaluation design based on performance objectives.

Brault, Gerald
Pennsylvania State Univ.
5404 Burrows Building
University Park, Penn. 16802

Consultant - staff development workshop - Summer 1971. Discussed Franco-Americans ethnic group, and how they have contributed to our American way of life.

Home: 705 Westerly Parkway
State College, Penn. 16801

Dubé, Normand
Special French Consultant
St. John Valley Ed. Program
P.O. Box 210
Madawaska, Maine 04756

Conducted workshops on Materials development techniques as it related to the teaching of culture and heritage in Greenville.

Dugas, Donald (Dr.)
Director, Franco-American Inst.
University of Massachusetts
Amherst, Mass. 01002

Directed Lewiston, Maine, Title VII project 1971-72. Conducted three-day workshop on the definition of Fr/Eng/bilingualism as it relates to the self-concept of students and parents of the Greenville Program. This was held in the summer of 1972.

Fournier, Robert
Bilingual Program Coordinator
N.H. State Department of Ed.
Concord, N.H. 03301

Was instrumental in doing the needs assessment and preparing the first bilingual program proposal for the Mascenic Region in 1969. Has served as a general consultant to the program since its inception in 1969. Has stimulated awareness on the part of the State Dept. of Ed. with regards to bilingualism.

Herrmann, Marjorie
French Embassy Apts.
9920 Quail Blvd.
Austin, Texas 78758

Curriculum specialist--employed full time by project 1971-73. Developed a behaviorally stated (product-process) curriculum guide for grades K-4.

Heuristics, Inc.
850 Providence Highway
Dedham, Mass. 02026

Has served as educational auditor for the project since 1969. Was instrumental in developing an educational audit plan for the Greenville project.

McClafferty, James
Assistant Superintendent
Grand Rapids, Michigan

Served as a general consultant (1969-72) for the development of bilingual materials and curriculum.

Paquette, F. André (Prof.)
Director of Language Schools
Middlebury College
Middlebury, Vermont

Was consulted on many occasions regarding bilingual teacher training program.

Pickard, Stuart
Planning & Evaluation Unit
N.H. State Dept. of Ed.
Concord, N.H. 03301

Conducted workshops on writing behavioral objectives in terms of product and process. Was instrumental in the development of the evaluation design.

Plante, Yolande
190 Willowdale Ave., Apt. 509
Montreal 257, Quebec-CANADA

Assisted in the development of reading materials, curricula and instruments of evaluation for the French component. Has conducted several workshops in the areas of French language development and techniques for going from the oral to the reading of the language.

Tucker, Richard G.
Department of Psychology
McGill University
P.O. Box 6070
Montreal 101, Quebec-CANADA

Evaluated program evaluation design (1971-72)

Valette, Rebecca
Boston College
Chestnut Hill, Mass. 02167

Assisted in workshops on classroom teaching techniques and evaluation tools for the French component.

Le Mascentic News

NEW IPSWICH

MASON

GREENVILLE

DECEMBER 15, 1969

MONDAY

NO. 1, VOL. 4

Parlez-vous Francais?

"Yes, and I am proud of it."

Some of our Mascentic children attending school in Greenville are being given the opportunity to study both French and English in the primary grades. These fortunate children are taking part in a Bi-lingual education project being funded with moneys provided by the United States Office of Education under the Elementary and Secondary Education Act of 1965.

Under this program the children, many of whom are of Canadian-French families and as well as English in the classroom hear French at home, receive instruction in French from two special French teachers. In

will, as they go through school be able to use French as easily as English, or vice versa.

The program is directed by Mr. Normand Robitaille with his

office in the Sacred Heart School Building. Mrs. Maite Ricard and Mr. Donald Rivard are the French specialists in the bi-lingual staff. Children are being taught not only to use French by this team, but also to understand the importance of the French in settling the New World. Those of French ancestry are learning to be proud of their background.

These children are receiving a something extra during their early education. The Mascentic District is fortunate to be one of the few districts in the country (no others in New Hampshire) to receive money for such a project. The talented staff make it possible to receive the most benefit from this money.



Left to Right: Teachers Mr. Donald Rivard, Mrs.

Offer languages

Normand J. Robitaille - Dec. 1, 1969

GREENVILLE—As of September of this year, the children of Greenville Sacred Heart Elementary School are being given the opportunity to communicate both in French and in English. Greenville is part of the Mascenic Area Bilingual Education Program funded by the United States Office of Education to promote French-Canadian Culture and its language.

The primary goal of the Mascenic Area Bilingual Program is to provide all children in the area with increased educational opportunity. The basic aim of the program is the development of greater competence in English for the children with limited English-speaking backgrounds.

The Mascenic area comprises three communities: Greenville, New Ipswich and Mason. Each of these communities has its respective elementary school from grades one to four. Children from these three communities attend Mascenic Regional School from grade five through twelve.

The program is an ambitious one which is to be accomplished in three phases: 1. The development and carrying out of a pilot program now being used in the Greenville School in grades 1 and 2. There is much research in connection with the curriculum and methods used for the program.

2. Expansion plans for the program to be carried out in New Ipswich and Mason and continued in Greenville, and,

3. Continuation of the program from grades 5 through 12 in the Mascenic Regional School.

The major purpose of this new program is to develop a better understanding and unity among parents, the community and the school.

At this time the curriculum consists of seven phases which are as follows:

1. A strong working activity in English with oral practice using audio-visual aids such as puppets, pictures, tape recorders, etc.

2. A strong "Foreign Language in the Elementary School" where each child receives 30 minutes of basic French instruction daily.

3. A special French Class to develop the fluency of students who can already speak some French. This phase will cover all aspects of school subjects along with the use of audio-lingual techniques dialogue and pattern drills.

4. A social study program in English introducing French Canadian culture and heritage, using films and stories for this purpose.

5. A remedial class in reading for students who speak only French, and who have difficulty with speech; this group is also receiving a great deal of practice with speaking English.

6. The Art and Music teachers are working their programs in coordination with the bilingual program.

7. There is an active volunteer program in which parents donate time to be with the children during lunch hours and recesses.

This year the program allows for two bilingual teachers, Mrs. Guy Ricard and Mr. Don Rivard who commute from Manchester.

These two teachers are trying to coordinate the regular program with their special instructions.

The program has a parents' advisory committee composed of residents in the Mascenic Region:

New Ipswich, Mrs. Almi Aho, William Thoms and Joseph Thomas; Greenville, Father Francis R. Lamothe, Harold

Martin, Al Bourke and Mrs. Isabelle Alix, and Mason, Mrs. Edward McCaffery and Mrs. C.F.H. Crathern.

The director of the Mascenic Area Bilingual Program is Normand J. Robitaille, who was born of French-speaking parents in Massachusetts. He was brought up in Canada and completed his studies in the United States. Normand comes to us from the Fairfield, Conn., school system. He has taught Algebra and French on the Educational Television Network in Denver, Colo. For the past three summers he has been a "Master teacher," supervising student teachers in the "Master of Arts in Teaching" program at Yale University, and has given demonstration classes in French for the Yale Language Institute.

Mr. and Mrs. Robitaille are the parents of six children and they recently moved to Greenville. He is enthusiastic about the program and has done a great deal of research on all available materials and courses of study. He hopes for the most efficient working program suitable to the needs of the three communities.

New Ipswich

Mrs. David J. Cotzin
Correspondent:
Telephone 878-2844

Bilingual French Program Offered at Mascenic Schools

Normand Robitaille, director of the Mascenic French Bilingual Program in Greenville, Mason and New Ipswich, announces that he has been conducting a summer workshop for his team of bilingual and English teachers and teacher-aides. The purpose of the workshop was to train his staff to more effectively implement the second year of the bilingual program which began when the children returned to school on Wednesday, September 9.

With modification at the operational level brought about from the extensive evaluation of last year's operation, the primary goals of the bilingual program remain the same. 1. To provide all children in the area with increased educational opportunity. The program has as its basic aims the development of greater competence in English for the children with limited English-speaking ability and who come from a Franco-American subculture, and the development of literacy in French for the English-speaking child. 2. To improve attitude toward self, school and sub-cultural background reflecting a more positive direction.

Goals

These goals are to be accomplished by: a) Implementing a strong working, activity centered English curriculum with emphasis on oral practice using audio visual aids such as puppets, pictures, tape recorders, etc. b) A strong "Foreign Language in the Elementary School" where each child receives 30 minutes of basic French instruction daily. c) an advanced French class to develop the fluency of students who can already speak some French. This phase will cover all aspects of the school subjects along with the use of audio-lingual techniques, dialogues, and pattern drills.

In addition to expanding the program to third grade in Greenville, the Bilingual Program has been chosen by the State Department of Education as one of the sites for a "bilingual learning center" of the Early Childhood Fellowship Program sponsored by the University of New Hampshire. This program will provide a more personalized learning environment in order to help each child according to his particular need.

Also as part of the bilingual program, every first and second grader in Mason and New Ipswich will be introduced to French as a second language. By the end of the year all students will have learned to listen and understand simple sentences in French and to use them to communicate in French orally.

In an effort to extend the opportunity to all French speaking students of the Mascenic Region to participate in the bilingual program, Mr. Robitaille is asking all interested parents of French speaking students in Mason and New Ipswich to contact him for further information regarding the possibility of participating in the bilingual program in Greenville. The new bilingual proposal for 1970-71 includes a specialist in curriculum and on-going basic research. We are happy to welcome Robert Paris from St. Anselms College who will be working as our "special consultant" and counselor.

Four Teachers

This year the program allows for four bilingual teachers. Mr. Robitaille is happy to announce that Mrs. Maite Ricard and Don Rivard, both from Manchester, will be part of the bilingual team again this year. They will be working with Andre Chabot, a newly appointed bilingual member of our staff, in an effort to coordinate the regular program with their special instructions. Mrs. Gail Faron will be the bilingual teacher working with Miss Pat Oumet, Mrs. Chris Tru-

jeau, Mrs. Joyce Hodges and Joe Cunningham from the Early Childhood Fellowship Program. This team will work very closely with the entire bilingual staff.

Each of the bilingual classrooms will be assisted by a bilingual teacher-aide. They are Mrs. Anne Marie Boulet, Mrs. Pauline Desrochers, Mrs. Marguerite Vaillancourt, Mrs. Laurette LaFreniere and Mrs. Meredith Hunting.

Last but not least, the English teachers who will team up with the bilingual teachers and aides are Mrs. Nancy Steele, Miss Susan Campbell, Mrs. Marie McCaffety and Mrs. Virginia Rafter.

Contribution of Mascenic's Bilingual Program Explored

By PEG MORRISON

On January 20, Director Normand Robitaille of the Mascenic Bilingual Program and members of his staff, as well as members of his Parent's Advisory Committee, met at the Mascenic School and presented a brief outline of the Bilingual Program to members of the School-board. Speaking along with Mr. Robitaille, were Special Consultant Robert L. Paris, and Dr. Louis Aikman the Program Evaluator, and a member of the Boston University faculty. Advisory Committee members present were as follows: Mrs. Rosealma Pelletier, Mrs. Yvonne Bourgeois, Philip Alix, William Thoms, Al Bourke, Marcel Gauvin, Robert Henneman, Chairman of the School Board Leonard Short introduced members of the school board who were as follows: Carl Bowers, superintendent of schools, Joseph Fallo, Principal of Mascenic Regional School, Robert Johnson, Principal-Coordinator of the elementary schools in the three towns, Mrs. Doris Beane, Assistant Principal of Mascenic--and board members Mr. Hylmar Aho Mr. William Aho from New Ipswich, Mr. Alexander Taft and Mr. Russell Cook from Greenville and Mrs. Ginger Clark and Dr. Charles Field from Mason. Their Secretary-Clerk is Elaine Whitney from Temple.

Mr. Robitaille gave a brief description of the program and what we are attempting to do. It was explained that now the program is carried out in the first and second grades in Mason and New Ipswich, and hopefully the program will expand each year so that eventually it will cover the entire school system. Robert Paris spoke of the wider scope of the project and explained in what way the Greenville project relates to the national attitude on bilingualism. He also told of the many new things that are opening up concerning the program such as possible television programming dealing with Canadian culture for children's programming as well as adult from Channell 11 in Durham, of possible workshops for teacher training during the summer months, of the interest in the program that visitors come from all over to observe what we are doing, and to bring about an appreciation of cultural diversity which exists in our country.

Next Dr. Louis Aikman explained the use of several charts and diagrams used to test the several types of achievement in children during the school year. The children are tested at the beginning of the school year and then again towards the end of the year. There are many types of tests and an evaluator's job is to measure the rates and percentages of these tests.

Dr. Aikman has developed many questionnaires that were sent home to be filled out by the parents and others that were filled following the first year of operation. They especially show where the child has grown in learning to appreciate his cultural background and if the child does not speak French, he has enjoyed learning a new language. The majority of opinion was that the program certainly was successful. Dr. Aikman helped to develop the initial program before Mr. Robitaille even came into the picture. He explained that baseline data is set up on each child and the amount of growth can be seen by these measures.

Then followed a lively discussion and answer program. The first

question that comes to my mind of importance is what is going to happen when the Federal Government does not finance the program any longer. There are three more years to go before the contract runs out. It is hoped that there will be a teacher training workshop held this summer just for that reason.

It is hoped that some bilingual teachers can be hired as regular teachers to work as a team with our teachers and carry on the bilingual curriculum which will have been established by the time the federal funds run out. Therefore the program could continue at no extra cost to the region. The bilingual teachers will be able to teach subject matter either in French or English and there will be no extra costs to the school district as so many people seem to find. The materials and equipment purchased through the program will be incorporated into the school system as well as all the books and reading materials. So the school system and the children would be benefitted, and the parents as taxpayer would not have to pay out any extra money. There is no financial burden on the community only a moral obligation to continue the program.

The question of "was there really going to be a Kindergarten" was asked. Mr. Robitaille mentioned that it would be nice if this were possible, but with private kindergartens in New Ipswich already in use, it doesn't seem as if this idea will come into being. The summary by Len Short at the end of the meeting was a good one. With so many folks coming from Canada to Greenville where many of them only speak French and knowing that the children have to be educated, we have the right atmosphere for the children who could not do as well in school if there were no French speaking teachers for them to relate to. As to the French child learning French for the first time this is a good thing, not only to learn another language but to understand better the people who speak the language.

I think that the majority of the people at the meeting were positive in their thinking that the program is a good one, that we have and are accomplishing much and it should be continued, of course without extra costs to the individual communities. At this time we all left, and the board had a lengthy time with the budget. There will be an open meeting on the school budget on Saturday, February 27.

1/8/71
**GREENVILLE
 NEW IPSWICH**

Mrs. David J. Cotzin
 Telephone 878-2844
 Correspondent:

**Mascenic Bilingual
 Program is Model for
 Nation's Schools**

Officials of the U.S. Office of Education in Washington, D. C., have recently notified the Mascenic Bilingual project in Greenville, through its director, Normand Robitaille, that the Greenville French-English program operated under Title VII of the Elementary and Secondary Education Act (ESEA) has once again achieved exemplary status and national prominence among similar efforts in New England and Louisiana.

The Greenville program, the first French project of its kind to be funded under Title VII, is finishing its second year of operation. In addition to Robitaille the program is staffed by Maite Ricard, Donald Rivard, Andre Chabot and Gail Faron, all bilingual teacher-specialists; Meredith Bunting, Anne-Marie Bouley, Pauline Desrosiers, Laurette LaFreniere, Marguerite Vaillancourt, bilingual teacher aides; Joan Densmore, Wendy Vaillancourt, and a number of parent volunteers; Robert Paris, special consultant; Louis Aikman of the Boston University School of Education, official evaluator; and Robert Consalva of Heurlistics, Inc., auditor.

As a national model or demonstration project, in the past year the Mascenic program has designed and implemented a bilingual curriculum for grades 1 through 3, a bilingual resource center, an early childhood learning center staffed by teaching fellows from the EPDA-MAT program at the University of New Hampshire, and a community involvement component based on an active Parent's Advisory Committee.

The aims of the Greenville program have been to develop ways and means of reinforcing and improving the English language instructions in the schools, of developing a strong French language program and a bilingual curriculum, and of preserving and enhancing the Franco-American linguistic and cultural elements with the students and their families as well as within the community itself.

Meredith Bunting

Union Leader 8/1/71
**Wilton School Union
 Given \$170,000 Grant**

CONCORD — The State Department of Education has been notified by the Department of Health, Education, and Welfare, United States Office of Education, of a grant award to Supervisory Union No. 63, Wilton, New Hampshire.

The grant, under Title VII, ESEA, Bilingual Education, totaling \$ 70,000 will fund the third year operation of the Greenville Bilingual Program begun in 1969; and is being administered by Superintendent of Schools, Carl Bowers, Main Street, Wilton.

The French-English Program in the Mascenic School District will expand during the coming year to include a unique public kindergarten, a second experimental Early Childhood Learning Center staffed by two bilingual teaching fellows from the University of New Hampshire EPDA — MAT Program, a bilingual curriculum for all students in grades 1 through 4, a staff of four bilingual French-language specialists and a bilingual curriculum coordinator.

The Program will continue to maintain a bilingual resource center, and its staff will be involved in creating and developing new instructional materials and tests in French and English, to be used both within the Greenville program and in other French bilingual programs in the United States.

In addition, the Mascenic Program has been selected as a

coordinating center for all such projects in the country, in the areas of staff and curriculum development, needs assessment, dissemination, and conference development. Robert F. Paris of Manchester will be the Coordinator.

The unit, known as the Service de Liaison des Programmes Bilingues Franco-anglais, will link the programs with similar agencies, centers, and efforts in Canada and other French-speaking countries throughout the world.

The Mascenic Bilingual Program, the first French-English program Title VII, ESEA, under the direction of Normand Robitaille, is a national demonstration model and one of seven such projects presently in development.

Other locations of similar programs are Maine, Vermont, Louisiana, and New York City.

Full Speed Ahead for Mascenic Bi-lingual Program, Fueled by \$170,000 HEW Grant

The State Department of Education of the Greenville Bilingual Program began in 1969, staffed by two bilingual teaching fellows from the University of New Hampshire EPDA — JAT Program, instructional materials and tests in French and English, to be used both within the Greenville program and in other French bilingual programs in the United States.

The French-English Program in the Mascenic School District will expand during the coming year to include a unique public kindergarten, a second experimental

Early Childhood Learning Center staffed by two bilingual teaching fellows from the University of New Hampshire EPDA — JAT Program, instructional materials and tests in French and English, to be used both within the Greenville program and in other French bilingual programs in the United States.

The Program will continue to

maintain a bilingual resource center, and its staff will be involved in creating and developing new instructional materials and tests in French and English, to be used both within the Greenville program and in other French bilingual programs in the United States.

In addition, the Mascenic Program has been selected as a coordinating center for all such projects in the country, in the areas of staff and curriculum development, needs assessment, dissemination,

and materials development. Robert F. Paris of Manchester will be the Coordinator.

The unit, known as the Service de Liaison des Projets Bilingues Français-Anglais, will link the programs with similar agencies, interests, and efforts in Canada and other French-speaking countries throughout the world.

The Mascenic Bilingual Program is the first French-English program in the U.S. under the direction of Mr. Norman J. Robitaille, a national demonstration model and one of seven such projects presently in development.

Other locations of similar programs are Maine, Vermont, Louisiana and New York City.

NEW IPSWICH • GREENVILLE **NEWS** MRS. HAZEL GOTZIN Tel. 878-2844 *Sept. 1971*

The Mascenic Bilingual Program, under the direction of Normand Robitaille, has just completed a seven day workshop at Sacred Heart School in Greenville. The purpose of the workshop was to continue the staff development program which has been in progress since the inception of the bilingual project two years ago, and to offer an opportunity for new teachers to become acquainted with the goals and objectives of the program. The program began its third year of operation when the children returned to school last Thursday.

Guest speakers at the workshop included Dr. Gerald Brault from Penn. State University who discussed the Franco-American Language, its culture and heritage; Mrs. Doris Beane, principal of Mascenic, and Glen Belden, teacher at Mascenic, presented the Mascenic Curriculum Development program (Project SOLVE) and discussed how their project and the bilingual program can work together to offer the best possible education to the youngsters of the Mascenic Region.

T.A. Eaton of New Ipswich spoke on the history of Greenville and how the

French-Canadians became an integral and important part of the community.

Another interesting speaker was Dr. Rebecca Valette from Boston College who discussed different approaches to the teaching of French including testing. Mrs. Maïte Ricard, a French specialist working with the program, conducted daily round table discussions in French in an effort to improve the speaking fluency of the French teachers.

In addition to these scheduled presentations, the seven day workshop included ample time for all teachers to do individual work which included small group meetings, in-depth previewing, and evaluation of existing materials and equipment, reading of professional books and articles related to the program, review and discussion of the project objectives and classroom preparation.

This was an opportunity for all the teachers in the program to get to know one another so as to capitalize on one another's strengths.

Greenville consortium runs nationwide program

GREENVILLE-A national bilingual French-English consortium has been created in Greenville to coordinate all American French Bilingual projects in the United States. Funded under Title VII of ESEA (Elementary and Secondary Education Act) by the U.S. Office of Education in Washington, it will be officially known as the "Service de Liaison des Projets Bilingues Francais-Anglais." The consortium will be located at the site of the Mascenic Bilingual Program, a national model or demonstration French Project under ESEA Title VII. The "Service de Liaison" will be staffed by a coordinator, a body of consultants, translators, and materials and curriculum specialists to assist and service all of the American French projects mainly in the areas of needs assessment, curriculum and materials development, staff development and dissemination. The consortium will represent the American projects in dealing with universities and colleges,

research agencies, special training programs, foundations and other interested groups in this country, as well as in Canada and in other French-speaking countries throughout the world.

Coordinator of the new consortium, or "Service de Liaison," will be Robert L. Paris, who has this past year served as Special Consultant to the Mascenic Program and coordinator of French-language television and multi-media materials for the American bilingual projects. Paris is a former Chairman of Modern Languages and Professor of French at St. Anselm's College. He has also been a member of the faculty of the Graduate School of French at Rivier College, and at Notre-Dame College. He was for several years the Director of the NDEA Institute for Teachers of French at St. Anselm's College. Paris is the author of a series of French textbooks and of numerous articles on language teaching, French literature and culture, and multi-media compositions. He presently resides in Manchester with his wife, the former Eleonore Saray of Berlin, Germany and their two children, Nicole and Michel-Andre.

Jaffrey-Peterborough Ledger

September 1971

Front Page

Greenville Bilingual Group Attends Louisiana Program

By HAZEL COTZIN

GREENVILLE — Sponsored by the ESEA, Title VII Liaison Service and the St. Martin Parish, La., Bilingual Project, a North American French Bilingual Conference was held recently in Lafayette, La.

Bilingual Project directors, evaluators, curriculum language experts and teachers, representing the nationwide French-English Bilingual effort, participated in the four-day program. Along with the Mascene Bilingual Program in Greenville, the following geographically located programs were represented: Nodwaska and Lewiston, Maine; Derby, Vt., and St. Martin and Lafayette Parish of Louisiana.

Attending from the Greenville Robitaille, director; Robert L. Paris, coordinator of the Service De Liaison in Greenville; Mme. Maite Ricard, specialist teacher; Mme. Marjorie Herrmann, curriculum specialist; Mme. Martha Keller, administrative assistant to Paris; and Robert Fournier, consultant for the foreign language department at the New Hampshire Department of Education in Concord.

Aside from the specific objectives of each day's agenda, this conference aimed at promoting greater mutual understanding and cooperation among the various projects, widely scattered geographically, linguistic and cultural patterns.

Many Areas Represented

The bilingual experts taking part in the conference represented many Canadian universities, Washington, D.C., the three northern New England States, and several sectors of the state of Louisiana.

Observations of a kindergarten class, second grade math class, first grade language arts class, second grade language arts class and a second grade dramatization of "Little Red Riding Hood," in French, took place the first day. This enabled the visitors to see the methods that have evolved and that had been found effective in the Louisiana programs.

Serving as the welcoming Delahousaye, director of the St. Martin Parish Project; H. B. Dyess, state coordinator for ESEA Title VII Bilingual programs, and supervisors of foreign languages for the State Department of Education in Louisiana, James Dumengeaux, chairman, Council for the Development of French in Louisiana, and Robert L. Paris, coordinator, Service de Liaison des Projets Bilingues Francais-Anglais, Greenville. The question of evaluation in the programs was considered. A panel composed of the various project evaluators gave an overview of actual evaluative processes. General discussion dealing with evaluation problems and proposed solutions followed.

Conference Topics

Some of the main topics of the conference were instruction, curriculum, methodology and materials. A panel discussion on current curriculum methodologies by the project curriculum specialists and other experts in the area was led by Dyess.

The final day of the conference treated the twin subjects of staff development and parental and community involvement, grouped under the heading of Support Programs.

Dr. Jan Lobelle, of the Department of Education of McGill University, Montreal, Canada, lead a panel discussion on preparing bilingual teachers. Two Canadian experts, other than Dr. Lobelle, Dr. Rudolph Maltais, of the Centre Linguistique, CEGEP de Jonquiere, Quebec; and Miss Yolande Plante, researcher in Curriculum Pedagogie Dynamique, Montreal; Sister Maire Andre Walsh, Department of Education, St. Edwards

University, Austin, Texas; Robert Fournier, State Consultant for Foreign Languages, N. H. State Department of Education, and Norman Duhe, Department of Education, University of Maine at Fort Kent, were the panelists.

Panelist on parental and community involvement was Normand Robitaille, Director of the Mascene Project in Greenville.

Bi-lingual Greenville: a Community Seeks to Preserve a Cultural Heritage

The current issue of *Today's Education*, official publication of the National Educational Association, this month carries a special New Hampshire section describing the evicting Bi-lingual Program being conducted in Greenville. The editors of *Today's Education* sent it to the *Cabinet and Journal* with the thought that it would have special interest for Souhegan Valley readers, and we are delighted to reprint it here. —Ed.

NORMAND ROBITAILLE, director, Mascenic Bilingual Program, Greenville.

Three years ago an ESEA Title VII Project moved into a deteriorating educational and general situation in Greenville, a community in southcentral New Hampshire with a population of dominantly (80 percent) French extraction. From the good old days of booming textile mills, which had first attracted French-Canadian immigrants and made possible the establishment of a solid, internally integrated French subculture, the community had fallen on hard times.

Most of the textile mills were closed; lumber companies and farming no longer offered opportunities to earn a decent living. Poverty began to creep in, and one of the first social institutions menaced by it was the parochial school which had educated generations of Franco-Americans and had been, along with the Church, at the heart of the preservation of French culture.

But here also were problems. If the parochial school had been an effective agent in the preservation of the linguistic and cultural heritage of this subculture, it had not been able to produce children capable of competing with their Anglo peers in subsequent schooling or in the job market. When the French were forced to close their parochial school and turn their children's education over to the public system, Title VII came in with the aim of providing young Franco-Americans with the means of attaining equal performance with their Anglo peers.

The basic goal of this program is to develop complete competence in English for the Franco children, while maintaining normal instruction in the various subject matter courses, and at the same time to introduce the French language and culture to the English dominant children in the elementary grades.

To this end, the following daily program of instruction has been established. Intensive, daily En-

glish as a second language (ESL) sessions are provided for those children in grades K-4 who need them. The regular monolingual teachers team up with the three bilingual teachers to teach the ESL classes together.

The regular monolingual teachers are responsible for the standard elementary school program, as usual. The bilingual instructors teach advanced French, mathematics, reading, and conversation in French to the Franco children. They also teach French as a second language to all students in grades K-4 and remedial English to those who are deficient in the oral (listening and speaking) skills. In their French sessions with the children, they constantly reinforce much of the subject matter taught in English by the monolingual teacher.

For part of the school day, through a system of staggered scheduling, the classes are divided into small groups of 6 to 10 students in English or French to give the children more individual attention from their teachers. An effort is under way to "activity center" the regular classrooms so that each child may learn at his own rate of speed and develop his own special interests as part of the regular learning process.

In addition to the regular program, there are two bilingual learning centers for grades one and two, operated by French bilingual teaching fellows from the University of New Hampshire, where the emphasis on activity-centered bilingual instruction is predominant.

The staff recruited for the Greenville program consists of:

(for the Greenville Elementary Public School System)

Grade 1	1 teacher (bilingual)
Grade 2	1 teacher
Grade 3	1 teacher
Grade 4	1 teacher
Grades 3 & 4	1 teacher
Grades 1 & 2 EPDA Bilingual Learning Center (2 classes)	
	1 teaching fellow from U.N.H.
	3 teaching fellows from bilingual program

(for the Title VII bilingual program)

1 director
1 bilingual kindergarten teacher

Milford Sabinet - May 18, 1972

- 1 bilingual curriculum specialist
- 4 bilingual paraprofessional aides recruited from the community
- 3 bilingual teacher-specialists
- 1 evaluator (part-time)
- 1 auditor (part-time)

In the third and fourth grades, art and music classes will be assumed by the bilingual teachers with the help of a part-time parent volunteer.

The teaching staff does not limit its activities to instruction only. Teachers are also engaged in special testing and research programs, adapting current teaching and evaluation methods, and developing new materials for the particular needs of children in this kind of a program. Regular in-service workshops and training sessions help teachers develop their own teaching skills.

Curriculum needs, innovations, and evaluations of the teachers concerning their current methods are discussed and ideas are exchanged in French once a week. The teachers, and other members of the staff, frequently travel to visit other bilingual projects, attend conferences, and engage in professional activities which may help them make the Mascenic program more effective.

The program is in its third year of full operation. In 1969-70, it involved only Greenville children in grades one and two at the Sacred Heart Public School, which had been the old parochial school. In 1970-71, it was extended to grade three of the Greenville Public School, and this year it goes through grade five. In addition, a bilingual kindergarten has been initiated this year (1971-72). There are presently 170 children in the Greenville's two elementary schools.

When the program was launched three years ago, priorities were of course established as to immediate objectives and the more long-range ones, as well as what may be defined as subsidiary by-products, to be more precisely enunciated as the program moves along.

The immediate general objectives of the Mascenic bilingual program were divided into seven categories:

1. Franco-American children receiving instruction in French, their mother tongue, as well as English during the kindergarten, first, second, third, and fourth years of school, will show a significant gain in achievement in both the cognitive and affective domains compared to the achievement of Franco-American children educated prior to the program.

2. Preservation and reinforcement of knowledge of French and improvement of student facility in the use of standard French will be important goals. By the end of the academic year, first, second, third, and fourth grade Franco-American students receiving instruction in French will have perfected their oral

French to the point where they can speak and read aloud in a way that would be considered appropriate for their age, grade level, and individual linguistic sophistication. They will be able to converse fluently using the grammar and vocabulary appropriate for their age; they will demonstrate improved performance in their listening comprehension, speaking, reading, writing, math, and social science skills in French.

3. All English-speaking students will learn French as a second language, eventually achieving basic fluency in the four language skills in French—listening comprehension, speaking, reading, and writing.

4. Teachers participating in the program will create a behaviorally oriented curriculum sequence, including both method and content, under the guidance and direction of the project director. The sequence will be supportive of the achievement of the expected program outcomes and criteria levels, and will provide for the formulation of necessary changes.

The bilingual program developed in the pilot stage will provide guidelines and serve as a model for expanding bilingual instruction to grades five and six and will serve as a model for further programs instituted throughout the regional school system and for other French-English bilingual programs in the United States.

5. The bilingual program will develop and train its teachers (through the necessary in-service training efforts and such special linkages as the EPDA Learning Centers for staff development) so that a fully qualified and capable faculty will be available and ready to be absorbed into the regular school program when the separated administration and federal funding of the project is terminated.

6. Parents and the community at large will increase their support and interest in the bilingual project as demonstrated by increase in knowledge of, positive attitude toward, and participation in the program, to the extent of expressing a desire to have the project continue and expand to other grade levels and schools and to have the community gradually absorb the costs for such a program even after funding by the Federal government is terminated.

7. The director will develop and employ a management system for planning, implementing, controlling, and evaluating the program so that it will achieve program objectives at scheduled times, in stated sequences, and within a fiscal budget, with less than 10 percent change of initial priorities in terms of objectives, process, or stated program requirements.

The long-range objectives were defined as being:

To provide an instructional program that will assure no differential in success (or failure) rates between students whose mother tongue is English, and students from a Franco-American subculture, who upon entering the first grade, possess limited or sub-standard English speaking ability. Success will be demonstrated by academic achievement reflected in a standard test at each grade level, one through four.

All students in the tenth grade, regardless of ethnic origin, will be able to achieve a passing grade on a standard test of functional literacy in English. Of all the children who entered the first grade in 1969-1970, there will be no differential dropout rate between ethnic groups at graduation from high school.

As to the by-products, or corollary aims of the project, they were considered broadly to be the demonstration of how such a program can realistically meet instructional needs for bilingual children on a regional scale and to suggest means by which such programs can meet national needs. More specifically, three phases were envisioned.

1. Development and implementation of a pilot program in Greenville School (kindergarten through four); researching existing programs; curriculum planning and instructional methodology; testing the program; development of evaluation and research methodology; information dissemination; development of structure for ongoing basic research.

2. Expansion program of teacher reeducation, material preparation, and supporting media.

3. Complete program for total "target population," including Mascenic Regional Open School (grades five through twelve).

From the beginning, the importance of community involvement in the program was recognized. A Parents Advisory Committee was formed which meets regularly and keeps the director and teachers informed about community reaction to and support of the program. Many parents have also visited the program and donated time and energy to special activities with the children. The parents (and grandparents) are happy and pleased to have French reinstated in the schools on the practical level; their children will no longer be held back by inadequate knowledge of English.

Even more importantly, they are proud that they and their children will no longer be penalized for the linguistic and cultural differences they exhibit. On the contrary, a positive attitude is at last being shown toward the unique contribution of ethnic minorities to the overall American culture. They are at long last being asked not merely to "adapt" but to contribute

While no educational program can, in and of itself, work miracles, the bilingual project of Greenville had the firm hope of both redefining a persistent subcultural strain which was in danger of dying and making a significant contribution to American educational processes.

In this connection, it is hoped that a unit of the Mascenic project, newly created this year, will be most useful. It is the Service de Liaison des Projets Bilingues Français-Anglais, a national coordinating service for all ESEA French/English bilingual programs in the United States. Presently funded, administered, and evaluated as a component of the Mascenic program, the Service de Liaison is especially active in the areas of needs assessment, curriculum and materials development, staff development, and national dissemination.

Further, it assists and services all of the American French bilingual projects (located principally in New England, New York, and Louisiana) in order to link them with similar programs in Canada and other countries (including France), as well as universities, colleges, and research and development agencies in the United States and throughout the world.

Thus *la présence française* on the North American continent, evident in Canada, so long ignored in the United States, may be preserved and revitalized, to the undeniable benefit of all concerned. And meanwhile the children—French and American—of Greenville New Hampshire, are living an invaluable experience in *nouveau style* education. □

Greenville Stresses A Self Concept

GREENVILLE — If the children of Greenville's elementary schools could have been present at the Depot restaurant on Tuesday evening, June 6, they would have seen a large group of adults partaking of a delicious dinner together. Had they understood the reason for such a gathering, they might have been surprised and very pleased to learn that it was all in their behalf.

For this was the final meeting of the year of the Parents' Advisory Council of the Mascenic Bilingual French Project. Distinguished guests in attendance were Robert Fournier, New Hampshire's State Foreign Language Consultant from Concord, Dr. Lou Aikman, project evaluator from Boston University, Carl Bowers, Superintendent of the local schools, Robert Johnson, Greenville elementary school principal and Robert Paris, national coordinator of all Title VII French projects.

Representatives of the School Board present were: Russell Cook from Greenville, Ginger Clark from Mason, and Alice Simla from New Ipswich. Advisory Council members present and those who have served this year were: Philip Aïx, Mrs. Yvonne Bourgeois, Albert Bouke, Mrs. Brenda Boutot, Mrs. Phyllis Brown, Mrs. Diane Desrocher, Lawrence DeVito, Mrs. Monique Fafard, Father Albert Gagnon, Marcel Gauvin, Robert Henneman, James Lambert, Mrs. Rose Alma Pellerier, Mrs. Nancy Steele and Mrs. Wendy Vaillancourt.

Chairman Robert Henneman presided, cordially welcomed everyone and introduced the speakers. Director Normand Robitaille set the tone for the meeting by stressing that the children themselves were the focus for the bilingual program. He went on to say that all of the planning and evaluating efforts involved in maintaining and continuing the Title VII program would come to naught if the real needs of the children themselves

were not met. For this reason, he explained next year's plans were even more closely gauged to integrate the bilingual program with the local school efforts in every possible way. He spoke optimistically about next year's plans. He stressed that the bilingual kindergarten would continue to be supported by Title VII funds, and that the program would "follow" Greenville's students to Mascenic Regional School next year providing materials and staff to meet their needs.

Dr. Lou Aikman, in speaking of the evaluation of the bilingual program, mentioned that the continued improvement of the Greenville children in such areas as English reading, mathematics, science, social studies and French fluency during the past three years seems to be confirmed by the very good and positive results of this year's tests. He is presently in the process of analyzing this data for publication in a future report. He also stated that the results of the tests given to this year's bilingual Kindergarten children will be interesting to examine since they are the first youngsters to have the advantage of the Title VII Kindergarten experience.

He congratulated the community in its support of the program, citing the overflow attendance at the Soiree du Bon Vieux Temps in April as happy evidence that Greenville's parents do actively share and care about their children's education.

Robert Paris, coordinator for the Service de Liaison of the Bilingual French Projects which shares headquarters in the Greenville Title VII office, described his service as one of communication: internal, among

all Title VII French projects in the U.S., and external, with other agencies, universities and foreign governments, primarily Canada and France. Bilingual affairs ranging from human communication, dissemination of information, to materials and staff development are major

activities of this service. Mr. Paris then proceeded to define the underlying philosophy for bilingual education as one that recognizes the individual's need for self-identity. As a national movement, it insists that we can no longer accept school programs or social attitudes that make a child ashamed of himself, his parents and his cultural heritage. We know that the "melting pot" theory contributed nothing towards developing a child's positive self-concept. We now seek better solutions to this peculiarly American problem. It is the sincere hope of bilingual educators to foster a child's pride in himself, his school, and tolerance of others.

Mr. Paris' testimony of his own personal involvement as a Franco-American growing up in the American "melting pot," was offered as eloquent evidence that this procedure was one that could be avoided for other children's sake, if we all actively commit ourselves to the merits of cultural pluralism, if we consciously recognize the inherent value in diversity.

That is what bilingual education is all about! And if Greenville's children could have heard all of these stories people, informed, concerned and committed to their service, each one would have smiled and grown a little bit taller in self-esteem.

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Workshops Being Held For Mascenic

GREENVILLE — Normand Robitaille, director of the Mascenic Bi-lingual program for the Mascenic district has announced that Workshops are now being held at the Convent at the Sacred Heart School and that anyone interested may visit at any time.

Last week, Sister Yolande Plante was the consultant for a one week workshop dealing with French reading. Ten students from Greenville participated for the one hour program daily.

Also in attendance were bilingual teachers, specialists, aides and special guests. Robert Fournier, foreign language consultant for the N.H. office of Education at the State Level was present one day. A system of credits can be earned with Antioch College in Harrisville. The second week of the Workshop is directed by Dr. Donald Dugas who had exercises on linguistic notation, contrastive and comparative phonology (English standard and Local French) and speech test design. Dr. Normand Dube will be present on Wednesday, Thursday and Friday with subjects of self-identity, historical perspective and cross cultural perspective.

From August 21 to September 1, all staff members

K-5 will be attending the workshop. Normand Robitaille will be the coordinator and the following items will be discussed; awareness of program

objectives, awareness or correlation of classroom objectives, materials, and teaching techniques, joint efforts between monolingual and bilingual teachers, individual projects approved by the director. The workshop will begin at 8:30 each morning and close at 2 p.m. Everyone is asked to bring along a lunch.

Greenville Bilingual Program Gets \$177,000 Federal Grant

CONCORD — Dr. Newell J. the primary importance of Paire, New Hampshire. Cony English, it is also recognized missioner of Education, has that the use of the children's received notification of the mother tongue in school can have award of a grant of \$177,000 a beneficial effect upon their from the United State Office of education. Development of lit- Education, Department of agency in two languages in a Health, Education, and Welfare complete program will result in to Supervisory Union 63, Wilton, maintenance of self esteem and for the 1972-73 academic year, a legitimate pride in two

This grant, for continuation and cultures, further development of the Part of the grant serves Bilingual Education Program, toward the development of a Title VII, ESEA, in Greenville, Hudson service unit coordinated covers the fourth budget period by Robert L. Paris of Manches- which is tentatively planned for This unit serves 10 French- for five years. Continuation of English Projects in northern this project will be based upon New England, Louisiana, and (1) an available appropriation; New York City, and deals (2) evaluations showing satisfaction in services of informa- factory progress toward the lion sharing among the projects achievement of the goals of the and in staff and curriculum Project as approved by the U.S. development. Office of Education; and (3) the Further information about negotiation and acceptance by this educational project is avail- able from Carl Bowers, superin- tendent of schools, Union proposal.

It is intended that children 63, in Wilton; Normand Robi- participating in this program, talle, project director, 10 Dun- will develop greater competence, ster Ave., Greenville, or Robert in English, become more pro- R. Fournier, foreign language ficient in their dominant lan- guage, and profit from in bilingual education coordinator, creased educational opportunity. State Department of Education, Though these programs affirm 61 North Main St., Concord.

Mascenic Board OK's Contracts, Reports Surplus

Several contracts were approved at Tuesday's meeting of the Mascenic board.

Signed to teaching jobs were Mrs. Nancy Garbutt, art, and Mrs. Veronica Ivanov-Rinov, education and resource director.

Also approved were transportation agreements with Mrs. Cecile Newell, Richard and Marilyn Alon, and Ellsworth Brown.

Trash removal contracts were awarded to George Hopkins, for the Mascenic school, and Central School, New Ipswich, and Joseph Robichaud, Greenville.

An invitation was received by the board for one member to attend a conference on child and pregnancy and parenthood which will be held in Manchester on Sept. 22.

It was voted to pump out the septic tanks at Mascenic.

Normand Robitaille, bilingual director, gave a detailed report of the federal-funded Adult Literacy Education program which is designed to meet the needs of those who have difficulty with the English language, those who have not had the opportunity to go above the 8th grade level, and for those who wish to work toward their high school diploma. In the past years there have been 1,000 people participating.

Mr. Robitaille also reported on a workshop which is now in effect at the Resource Center at the Convent of the Sacred Heart School. This week it is all in French and next week, Aug. 14-15, will be in English.

He invited anyone who is interested to stop in at any time.

Aug. 21 to Sept. 1 the workshop will consist of individual projects which the teachers will be working on at their own schools. The bilingual office will be moved from Dunster Ave. back to the convent, Mr. Robitaille said, so it will be more convenient for everyone.

Supt. Carl Bowers submitted a year-end financial report which showed a June 30 balance of \$16,968.87.

The next school board meeting will be held on Monday, Aug. 21 at Mascenic at 8:00 p.m.

Peter Ledger Aug. 10

Greenville Educators Attend Bilingual French Conference

GREENVILLE — Staff members of the Mascenic Bilingual French Project in Greenville are participating this week at the 1972-73 North American French Bilingual Conference of ESFA Title 7 Projects. Sponsored by the Service de Liaison, coordinated by Robert L. Paris and by the St. John Valley Bilingual Project of Madawaska, Maine, the conference will run through

Sunday. The program included welcoming addresses on Thursday by Elmer Violette, State senator from Maine and Richard Spath, president of the University of Maine at Fort Kent.

Robert L. Paris will set the theme of the conference with a brief address, which will then be followed by the keynote speech (entitled "My Name is Jean-Pierre...") by F. Andre

Pacquette, director of Language Schools at Middlebury College.

Workshops for teachers on Franco-American Cultural Identity and Local Culture in the classroom, teaching demonstrations, sharing of locally developed methods and materials, and classroom visitations to the Madawaska public schools will take place.

In cooperation with Yolande Plante, French curriculum consultant from Canada, Mrs. Marie Ricard, bilingual specialist from Greenville public school, will demonstrate the teaching of a social studies unit in French for 3rd graders. Members of the Militaire Cooperant from France, who teach at the Lafayette, La., Bilingual Project, will also present aspects of their bilingual curriculum.

Directors, curriculum specialists, teachers, evaluators and distinguished guests from Canadian and American universities will share their best thinking in regard to the educational needs of French bilingual children.

Robert Fournier, coordinator of Foreign Languages of the New Hampshire State Department of Education, will discuss regional bilingual concerns, problems and prospects. Also, Hal B. Dyers, coordinator of foreign languages from the State Department of Education for Louisiana, will address himself to the same topic.

Since the bilingual projects of Greenville and of Lafayette, La., have agreed to an in-depth evaluation of their programs, Dr. Louis Aikman of Boston University and Joseph McSpaden of the U. of Southern Louisiana will comment on this effort.

The closing remarks of the conference will be made by Richard Goulet, ESFA Title VII Program Officer, Washington, D.C., Robert Paris, coordinator of the Service de Liaison and by Omer Picard, host and director of the St. John Valley Bilingual Program.

This conference, for French bilingual educators, is of prime importance. It provides opportunity for the seven Title 7 French projects in America to share common concerns, efforts and successes. Although it is not commonly known, the Mascenic project in Greenville is the oldest French Title 7 program in America.

Only in its fourth year, the government viewed its progress with great interest. A steady stream of visitors from colleges and universities, communities considering establishing bilingual programs, and educators at all levels, flows through director Norman and Robitaille's office every week, where they receive all manner of assistance for their needs.

The Title 7 bilingual projects to be represented at this conference will be from: Greenville, Derby, Vt.; Caribou and Madawaska, Maine; New Iberia, Lafayette; and St. Martin Parishes, La., and from the Haitian project in New York.

The entire effort is made possible by Robert Paris as a function of the Service de Liaison des Projets Bilingues Francaises des Etats Unis, which is a component of the Mascenic Bilingual Program.

Exhib. 100
100.03
100.03

à Greenville, au

New Hampshire,

Etats-Unis

CONCORD, N.H. (PA) — Les enfants des écoles bilingues de Greenville, au New Hampshire, rattaché de l'enseignement en français et en anglais, affirme le directeur d'une expérience de programme bilingue.

Ce programme offre aux écoliers des connaissances pratiques du français, tout en améliorant leur anglais, mais l'on vise plus haut.

Ce que l'on veut, déclare M. Normand Robitaille, le directeur du programme, c'est que les Franco-Américains s'acceptent tels qu'ils sont, et aussi que les anglophones acceptent les francophones.

C'est le seul moyen, ajoute M. Robitaille, pour que les jeunes reconnaissent comme un acquis le fait d'être des Franco-Américains.

L'initiative de cette expérience est venue du département fédéral de l'Éducation. Elle a été mise en œuvre par l'un des enseignants de la paroisse de la Sainte-Trinité à New York.

L'expérience a été menée par M. Robitaille, un jeune Franco-Américain, qui a été nommé enseignant de français et d'anglais à la paroisse de la Sainte-Trinité à New York.

Il a été nommé enseignant de français et d'anglais à la paroisse de la Sainte-Trinité à New York.

LA POPULATION SCOLAIRE

La population scolaire se partage comme suit. Un tiers vient de familles dont le père et la mère parlent français; pour un autre tiers, un seul parent parle le français; chez le dernier tiers, le père et la mère sont anglophones.

Dans le deuxième tiers, surtout si c'est la mère qui est francophone, l'enfant ne parlera pas le français ou bien peu, et il connaîtra mal l'anglais.

L'expérience a commencé en deuxième année. Elle s'est poursuivie avec les mêmes écoliers qui montaient dans des classes plus élevées, en même temps qu'elle commençait dans les classes inférieures. L'an dernier, on l'a fait partir de la maternelle, et elle va maintenant de la maternelle à la cinquième année.

On a engagé pour ce programme sept instituteurs bilingues et quatre assistants bilingues, plus trois instituteurs anglophones.

M. Robitaille explique en outre qu'il ne s'agit pas d'isoler les enfants en groupes ethniques. Autant que possible, on enseigne les matières courantes en français aux Franco-Américains, tout en enseignant le français aux anglophones.

C'est ainsi qu'un jeune Franco-Américain qui sait peu l'anglais recevra toute son éducation en français, puis il aura les mêmes cours en anglais pour améliorer cette langue.

RESULTATS PROBANTS

Quant à l'écolier qui ignore le français, il en apprendra le plus possible aux cours donnés en français aux Franco-Américains, le cours lui étant ensuite répété en anglais.

Nous avons constaté, dit M. Robitaille, qu'en cinquième année le jeune Franco-Américain sait l'anglais aussi bien que son camarade anglophone, mais nous voulons qu'il soit bilingue, qu'il accepte le français, et qu'il soit fier de le parler.

À mesure qu'ils avancent en âge, Franco-Américains et anglophones se rapprochent. Les jeunes Franco-Américains qui ont fait le programme bilingue se partagent en anglais plus vite que les

Par contre, le jeune anglophone s'initie au français plus vite que le Franco-Américain l'améliore, et même au bout de trois ans il se débrouille souvent assez bien en français. Chose curieuse, le jeune anglophone est souvent beaucoup plus habile à lire le français que le Franco-Américain, ce dernier, toutefois, s'exprimant mieux en français.

FRANÇAIS DU QUÉBEC

Ce qu'on y enseigne, c'est un français sans accent, comme celui qui est parlé au Québec. L'important, d'après M. Robitaille, c'est de parler comme nos ancêtres venus du Québec. C'est pourquoi l'enfant doit apprendre les expressions québécoises, quitte à renforcer tout cela par le français universel; nous voulons que l'enfant comprenne et apprécie certaines tournures de son pays d'origine.

Quebec, Le soleil, 22 novembre, 1972

Students taking to bilingual test plan in New Hampshire

CONCORD, N.H. (AP) — Children of the bilingual public schools of Greenville, N.H., are taking to the use of French and English "like a bee to honey," says the project director.

Greenville is the site of a special bilingual test program, the only one in the state. It gives the children a working knowledge of French while improving their English.

But it aims even higher.

"The objective here is acceptance on the part of Franco-Americans of themselves," says Normand Robitaille, project director, "and acceptance on the part of Anglos of Francos."

"It is to take these youngsters and make them feel positive about coming from a Franco-American background."

The program is being funded, on an experimental basis, by the U.S. office of education. Similar French-English programs are under way in Maine, Vermont, Louisiana and New York.

1969 start

The project started in 1969, says Robert Fournier, foreign-language education consultant for the state education department.

Greenville has a population of about 1,500. Robitaille says, about 35 per cent Franco-American, and most of these of Canadian background. The problem, he says, is that many youngsters start school English, and this has been reflected in both French and English in high drop-out rates for the Francos.

"The school population breaks down this way," he explains. "One-third come from families where both parents speak French. With another third, one of the parents is French, the other Anglo. With the final third, both parents are Anglo."

"With the second third, especially, if the mother is French, the youngster mostly likely will not speak French,

or very little, but will be deficient in English," he said. "This is an English-speaking milieu, so English is learned. However, it is not learned correctly."

Grade 2

The program began with Grade 2. Each year, it has progressed one grade with the children in the original class, while continuing to provide instruction in the grades already covered. Last year, it also expanded into kindergarten, and now covers kindergarten through Grade 5.

The program boasts seven bilingual teachers and four bilingual aides, along with three teachers who speak only English.

Robitaille says instruction is in an "integrated program."

"We do not isolate the children from the ethnic group from the total population," he says. "We teach subject matters in French to the Francos, whenever it's best to do so, and at the same time teach French to the Anglos."

For example, a Franco-American youngster who is deficient in English will cover all his regular school course in French. Then, to reinforce English, he will get the same instruction in that language.

Instruction

The child who speaks no French will be taught as much as possible of it through the subject matter the Franco child is learning, then get the subject matter reinforced through repetition in English.

By Grade 5, the Franco youngsters are as adept at English as the Anglos, Robitaille says.

"It has become the predominant language, and that's our goal," he says. "However, we want them to be bilingual, to accept their French and be proud they speak it."

As the children grow older, their language abilities appear to even out. Robitaille says, Franco children who have been in the program for

four years seem to be improving in English at a faster rate than the Anglo youngsters, and their fluency in English now is equal to or better than the Anglos.

Improvement

"And we find the Anglo child picking up the French at a greater rate than the Franco is improving his," he said. "We find many of our Anglos after three years are really quite adept at the language. Francos who spoke it are much more fluent than the Anglos, but in reading we find many cases the Anglos are much superior."

Robitaille says the program teaches French free of accents such as that of French-speaking Canada.

"But the important point is we are accepting the dialect he comes to us with," Robitaille says. "We are reinforcing it with the standard French. If he uses the dialect we give him the model in the standard form. We're careful we don't make him feel it's wrong to use it. It's good. It's better than the guy who doesn't speak it."

Questionnaires On Bi-Lingual Program Indicate Approval

GREENVILLE — Normand Robitaille, director of the Mascenic Bilingual Program, has announced that over 95% of the questionnaires which were sent out to every family in Greenville who had children participating in the Bi-Lingual program, in kindergarten through grade 5, were returned to his office.

The questionnaire was prepared by the Parents Advisory Committee, headed by Robert Henneman, Mrs. Yvonne Bourgeois and Mrs. Nonique Fafard.

The Committee was very pleased with the returns which were overwhelmingly in favor of the program. All the information received is confidential but the following is a breakdown of the overall percentage to the questions which were received. The committee feels that everyone would be interested in the results and are very pleased to announce that 96 percent of the parents felt that their children are getting a very good or good education in the program.

87 percent felt that French was beneficial to their child and 84 percent felt that French was somewhat or not at all difficult to learn and 76 percent felt that their child's ability to speak French has improved a great deal.

72 percent of the parents felt that they understand the program better now and 70 percent felt that the program is

beneficial to the community.

As to the parents speaking French to the children and the children responding in French, the percentages were fairly low. 45 percent talk French and only 40 percent respond in French.

Another high result was 98 percent of the people are aware that the bilingual program is completely funded by the Federal Government. Mr. Robitaille explained that the objective of the program is to help the French child in his education and the results were very gratifying from the answers supplied in that 49 percent felt that their child is learning some good things about his heritage and culture and 34 percent, many things about his heritage and culture.

61 percent felt that the children like themselves more than before. Only 1 percent said that the program is making his child like himself less than

before, "This is a very good sign", Robitaille said.

95 percent believe that it is a great advantage for their child to speak, read or write both in English and French and 83 percent were in favor of their child to be enrolled in the bilingual class next year.

Mr. Robitaille presented the results to the school board at a recent meeting and had the feeling that the program was well accepted by the board

members.

In 1969-70, the program involved only Greenville children in grades one and two at the Sacred Heart Public School. Now, three years later, it is

functioning in Kindergarten to grade 4 in the two Greenville schools and at the Mascenic Regional School for Greenville's fifth graders.

The committee stated that the program is giving the additional educational opportunity which is needed for these children and that the teachers have additional resources to do a more thorough job in meeting the educational needs of all our youngsters. It is evident that it has strengthened the English curriculum while giving the French students a chance to maintain their language and feel proud of their heritage.

The program is going into its fourth year. At the last meeting of the Advisory Committee, Mr. Robitaille announced that although this program had originally been funded for a period of five years, there is a very good possibility that they will be funded for a sixth year. After the sixth year, it appears quite certain that these programs will become "Service Programs". This means that they will be eligible to receive an amount of \$300 to \$500 for every Franco-American student each year to continue the bilingual program indefinitely at no cost to the community.

Bilingual Program Soiree in Mascenic Auditorium

The Parents' Advisory Committee of the Mascenic French Bilingual Project announces that the "Soiree du Bon Vieux Temps," an annual students' production, will be presented under their sponsorship on Sunday, May 20 at 2 p.m. in the Mascenic Regional School Auditorium.

Each year, as the bilingual program increases in scope, more children participate in this presentation of French songs, dances and plays. This year, children from kindergarten through fifth grade from l'Ecole du Sacre-Coeur, Greenville Public School and the Mascenic Regional school will continue to offer interesting evidence of their talents. There will be a display of their school work and some of the bilingual teaching materials in the gym and of course, refreshments will be served after the performance.

Last year, the stoic women of the refreshment committee did yeoman's duty as they served the unexpectedly large crowd of 450 guests. This year they anticipate an even larger turnout, since the program has added Louisiana, and visiting dignitaries from Quebec and France, there were some who wished to attend Greenville's "Soiree".

The children, the teachers, project director Normand Robitaille and the supportive Parents' Advisory Committee stand ready to receive all families, friends and interested persons who would enjoy their happy offering.

5/17/73 *Lager*
Soiree Stated
Sunday May 20

GREENVILLE - The annual student production of the French Soiree will be presented by students of the Mascenic Regional High School Bilingual Program on Sunday, May 20, at 2:00 p.m. The program will be held in the Mascenic High School Auditorium.

Normand Robitaille, Director of the Bilingual Program, extends a cordial welcome to everyone to attend the event. Refreshments will be served.

In an executive session, the board in the following bilingual

contracts, Patricia Quimet for Kindergarten teacher, Anita Chabot, 6th grade, bilingual specialist, Maite Ricard, Greenville School, bilingual specialist, André Chabot, Sacred Heart, bilingual specialist, Director, Normand Robitaille,

Normand Fortin, Internal Evaluator, and Robert Paris, Coordinator, service de-Liaison.

These contracts are accepted subject to Federal funding for the 1973-74 school year.

Advisory Board Members Host Pioneer In French Education At Annual Dinner

GREENVILLE - The Parents' Advisory Board of the Mascenic Bilingual French Project in Greenville held its annual dinner meeting at Riverdale I in Peterborough last Tuesday evening, June 12th. At this final festivity, chairman Robert Henneman summarized the year's accomplishments of this active committee which functions in a supportive capacity for Greenville's unique bilingual program. He described the group as the "eyes and ears" for the program and said that the council members have learned as much as they have helped.

Robert Fournier, Foreign Language Consultant for the State of New Hampshire spoke

in glowing terms of the Greenville program. He said that an emotional response was inevitable, since New Hampshire can rightfully point with pride to Greenville knowing that this was the first French bilingual program in the nation. Franco-Americans he asserted, consider themselves Americans first, but also understand the rich contribution that their diversity adds to the American heritage. It is his hope that this program will expand, that other communities will initiate similar programs and that all children, French and English speaking alike, can know the rich human experience that such bilingual schools can offer.

The next guest speaker offered

a brief but vigorous account of how French bilingual education was initiated. Dr. Robert Beaudoin of Manchester outlined the attitudinal climate in New England after the first World War. French-speaking Americans of that day knew discrimination because of their cultural difference. After the second World War they were better integrated with American society, but marriage with a member of another nationality was still frowned upon within the French community. Today's Franco-American regards his cultural difference as a social benefit realizing the value of being able to function in two languages and two cultures. The

rapidly shrinking world of today demands that Americans rid themselves of outmoded monolingual notions. "Diversity in pluralism" is replacing the old melting pot theory. Contemporary American society needs its bilingual population, particularly one that can identify proudly with its own culture.

Dr. Beaudoin, a prime example of the bilingual, bicultural person explained to the group how in 1965, he had made a survey of parochial schools that taught a half day of French and a half day in English. He had noticed that the poorer French areas had the highest rate of

school dropouts. Convinced that the French student could succeed in higher education, if provided with the opportunity of bilingual education, he set out to Washington armed with facts and figures. It was through his efforts and with dedicated spokesmen for the Franco cause, like Robert Fournier and Robert Paris, (who currently coordinates the nation's Title 7 projects) that officials in Washington were made to recognize the existence of one and a half million of America's French-speaking citizens. Thanks to their efforts, the first French bilingual program was started in

Greenville. Since the initiation of this pilot program, similar bilingual projects have been developed in other New England States and in Louisiana. Dr. Beaudoin concluded his talk by expressing his hope that Washington will continue to fund more such programs and that concerned citizens in Greenville will recognize the merits of what they now enjoy - enough to maintain the existing bilingual program when the federal government withdraws its financial support next year.

June 16, 1973

Project director, Normand Robitaille emphasized the same point. He stated that this is a crucial time in which Greenville can decide favorably to maintain the present program. It simply takes a conscious decision on the part of citizens who feel that their children have benefited by their unique bilingual experience. With very little cost to the community, the present program can be easily maintained. A trained bilingual staff is already hired by the local district; a wealth of French instructional materials purchased with federal funds now belongs to the district; a carefully stated French curriculum has been developed for kindergarten through grade five; and all that remains to be done when the Title 7 team leaves, is for the local school board to vote to continue and maintain an already flourishing fact-of-life.

Advisory Board members were advised of an important meeting, in Washington, D.C. on July 11th in which a Congressional Delegation from Louisiana and the New England States, will

meet with representatives of CODOFIL (Council on the Development of French in Louisiana) in the hopes of learning how to effectuate a similar organization in New England. Hopefully, active interest and commitment of this sort to the concerns of French bilingual education will expand these opportunities to other communities. Not only will the Franco-American child learn to cherish the language and culture that is intrinsically his own, but his Anglo schoolmate will enjoy a new dimension of understanding in the human experience.

Greenville's program has been a bilingual program worthy of the name. It has not confused the pragmatic approach of teaching English as a Second Language with the broader philosophy of French AND English for all children alike. At no time have children been isolated because of their differences. Rather they have learned to respect each others' differences; to exchange their cultural perspectives; and to grow up side by side knowing that their humanity is essentially the same.

New officers were elected for the forthcoming year. Robert Henneman will pass his gavel to Marcel Gauvin. Rita Bouley was elected as secretary.

The meeting ended on a satisfied note. A good year's work well done has drawn to a close.

Fate Of Bi-lingual Program In Greenville Is Undecided

Ledger
12/7, 73

NEW IPSWICH - Continuation of the Greenville Bi-lingual program is still undecided as the Mascenic Regional School board members have refused to change their votes on the matter since the last meeting. It was a stalemate vote 3 to 3, the seventh member, Arthur Hakala was not present.

Normand Robitaille, director of the program has been asking the board to give him approval to seek funds to continue the

program for the past two months. At the last meeting a petition containing over 96 names asking the board to discontinue the program, was submitted to the board. Within two weeks time, over 200 names were collected on petitions to support the Bi-lingual program and was also presented to the board. Apparently that was not enough to change the minds of the board members. Mrs. Alice Simola, board member from New Ipswich, who has been against seeking the Federal funds, recommended that Mr. Robitaille draw up a proposal and give it to Carl Bowers, Superintendant of Schools to review and seek legal council if needed, and give his recommendations to the board. The vote was carried.

There was quite a mixture of feelings for and against the program. Some feel the children are getting an excellent education and others feel it's not much better and we can get the same without the Bi-lingual funds.

Leonard Short, a former school board member, was present and complained to the Board that his son came home without a mark in English due to the fact that there had been at least 10 different English teachers in a 2 month period at Mascenic since the resignation of Joseph Myers. He put the blame on Mr. Bowers and the board members for not correcting the situation sooner. Mr. Bowers explained that he had tried his best to hire a qualified teacher with experience for the position and most of the candidates that had previously been screened had accepted jobs elsewhere.

Mr. Short said he could not be sympathetic where it was English, which is a very important subject and he feels that there should be an abundance of English teachers available.

Mrs. Dennis Gauvin, of New Ipswich asked the board if they had come to any decision on the public kindergarten proposal which was presented to them at their last meeting.

Russell Cook, chairman of the board reported that they had not and a matter of this kind which involved such a large sum of money would have to be submitted in the School District Warrant for a vote of the people.

In other business, it was announced that the new bus schedule in Mason had not been started yet.

The board is now preparing the budget for next year.

Bi-lingual

Telegraph 1/23/74

Mascenic Bilingual Group Discusses Annual Proposal

By HAZEL COTZIN

GREENVILLE — A meeting of the Mascenic Bilingual Program's Parents' Advisory Committee was held recently to discuss and evaluate the new proposal for the 1974-75 school year presented by Normand Robitaille, project director.

Robitaille explained changes and additions to the previous proposal. He recommended that an English as a second language (ESL) specialist be hired for the coming year to assist classroom teachers and to help those students of French background needing individual attention in English skills.

The committee voted unanimously to submit the proposal to the Mascenic regional schoolboard at its next meeting in order to be eligible for funding for next year. This proposal must be submitted to Washington, D.C. before Jan. 30.

Also approved and voted upon was a fact sheet explaining the program which will be mailed to the Greenville residents.

Guest speaker was Robert Fournier, foreign language consultant for the New Hampshire State Department of Education, and newly appointed member of the National Advisory Committee on the education of bilingual children. Fournier spoke most encouragingly concerning the favorable attitudes expressed in Washington supporting

bilingual programs. He stated that this was demonstrated by the appropriations of funds through various acts passed by Congress for such projects.

The Parents' Advisory Committee is composed of parents of the children and other interested persons from the community. Their function is to serve as liaison for the director, the school, and the community. The present members are: Albert Bourke, Brenda Boutot, Diane DesRochers, Monique Fafard, the Rev. Albert Gagnon, Marcel Gauvin, Robert Henneman, Rose Alma Pelletier, James Lambert, Nancy Steele, Wendy Vaillancourt, Lawrence DeVito, George Halbedel, Donald Bourke, Judy Vaillancourt and Sharon Marble.

Le

Premier numéro de
février 1974 (9 février 1974)

Travailleuse

La Commission scolaire de Greenville, N. H., abat le programme bilingue

Vendredi, le 25 janvier 1974, la commission scolaire de la Région Mascenic du New Hampshire (Greenville, New Ipswich, Mason), a, par un vote de quatre voix contre trois, prévenu le programme bilingue de faire, près le gouvernement fédéral à Washington, la demande de fonds qui lui permettraient de continuer son opération dans le district.

Ce programme, branche du *Title VII of the Elementary and Secondary Education Act*, finira sa 5e année d'opération en juin prochain et est entièrement subventionné par Washington.

C'est le premier projet anglais-français de ce genre établi aux États-Unis. Dès le début de son fonctionnement, le programme bilingue de Mascenic a servi de prototype en français à tous les essais de ce genre dans le pays entier, surtout en Nouvelle-Angleterre et en Louisiane.

Il a toujours et de plus en plus été considéré comme le modèle en éducation bilingue au New Hampshire. De plus, Mascenic est le siège du Service de Liaison qui est une agence reliant tous les programmes bilingues français-anglais aux États-Unis aux programmes de ce genre établis dans d'autres pays, tels le Canada et la France.

A la réunion de la commission scolaire tenue en soirée du 25 janvier, votèrent contre la continuation du programme bilingue: M. Eaton de Greenville; Mme Simila de New Ipswich; Mme Thompson et M. Hakala de New Ipswich. Votèrent en faveur: M. Cook de Greenville; Mme Clark et M. Martin de Mason.

Bien que Washington vienne d'assurer le district de la possibilité d'une subvention entière au soutien du programme pendant trois années supplémentaires afin de permettre le parachèvement et l'évaluation des résultats obtenus, les membres de la commission scolaire, s'opposant au programme, ont déclaré être certains que la continuation du programme imposerait au district un engagement financier qu'il ne peut se permettre d'endosser.

On lut à la réunion, avant le vote final, un télégramme envoyé par les administrateurs du Bureau de l'Éducation à Washington, adressé aux membres de la commission scolaire du *Mascenic District*, les assurant que le district n'était d'aucune façon tenu à quelconque engagement financier que ce soit envers l'opération passée ou présente du programme bilingue.

M. Normand Robitaille, directeur de cette œuvre de bilinguisme depuis son début, il y a cinq ans, s'est insurgé, à bon droit, contre la décision d'interrompre le fonctionnement du programme en s'exprimant ainsi: "Ce suffrage est malheureux. Il semble provenir d'un malentendu de la part de certains membres de la commission scolaire au sujet de la politique de subvention du Titre VII. Il n'est d'aucune façon demandé au district Mascenic de faire servir les fonds locaux au maintien du projet bilingue.

"Le télégramme provenant de Washington exprime clairement que les fonds au Titre VII sont employés en supplément des fonds exigés par le programme scolaire normal dont la seule responsabilité financière incombe au district — que le programme bilingue existe ou non".

"De plus", continue M. Robitaille, "mettre fin au programme signifie que les enfants de Greenville seront privés d'un important enrichissement de l'enseignement scolaire actuel. Le programme bilingue procure un avantage exceptionnel à l'éducation de ces enfants. Avec l'assentiment de Washington, Greenville pourrait:

- continuer son jardin d'enfants;
- bénéficier des services d'un spécialiste d'anglais comme langue seconde — le rôle de celui-ci étant de collaborer avec les instituteurs et d'aider les écoliers dont l'ambiance familiale de langue française exige une attention individuelle afin de développer au maximum leurs aptitudes scolaires en anglais;
- de retenir les services des trois auxiliaires qui, de par l'admission des maîtresses, se montrent inappréciables par le fait qu'elles permettent de porter à chaque élève une attention individuelle qui lui est nécessaire.
- continuer également les services de deux spécialistes en français qui coopéreraient avec les instituteurs et les aideraient à se perfectionner en techniques de l'enseignement du français. Ils continueraient en même temps d'établir le curriculum de français, de créer des matériaux et des tests destinés aux élèves du district Mascenic ainsi qu'à ceux des élèves des autres programmes bilingues aux Etats-Unis.
- obtenir un supplément de matériel scolaire français et anglais;
- enfin, il y aurait à continuer les sessions de formation des enseignants pour l'amélioration de l'enseignement en général".

M. Robitaille d'ajouter: "le programme de Greenville est, depuis cinq ans, à l'avant-garde de l'éducation bilingue aux Etats-Unis. Il a soulevé un intérêt intense sur le plan national et international et a fait preuve de mérite spécial quant à la création de matériel d'enseignement et de formation à l'usage de l'enseignement bilingue. Lors de son récent séjour en France, M. Robert Paris, coordonnateur du Service de Liaison, a rencontré plusieurs éducateurs qui étaient déjà au courant du programme de Greenville et se montrèrent fascinés à son endroit. Le Canada s'est aussi, ces dernières années, tourné vers Greenville pour une étroite coopération dans l'établissement de programmes aptes à former des professeurs bilingues et nous sommes en relations avec plusieurs institutions et agences du Québec, de l'Ontario, du Nouveau-Brunswick et de la Nouvelle-Ecosse. En Nouvelle-Angleterre, un grand nombre de gens seront déçus si l'on discontinue le programme de Mascenic. Le Conseil pour le développement du français en Nouvelle-Angleterre (CODOFINE), la Commission d'Echanges Culturels de plusieurs Etats, les commissions scolaires, les universités et autres institutions d'enseignement de cette région tournaient les yeux vers Greenville comme modèle et comme centre de ressources. La décision de la commission scolaire locale signifie, bien sûr, que le Service de Liaison va aussi cesser de fonctionner, ce qui est, aux yeux d'un grand nombre de gens qui s'intéressent sérieusement à l'instruction bilingue française-anglaise aux Etats-Unis, fâcheusement déplorable".

French parents launch move to overturn board

Mascenic district voters will have an opportunity at the annual school meeting next month to ratify — or reject — a recent decision by the school board to suspend further funding of the bilingual French program.

A Parents Advisory Committee, headed by Margel Gauvin, unanimously acted this week to support a referendum article for the district warrant.

The committee also includes Robert Henneman, Alexander Taft, Mrs. Diane DesRochers, Mrs. Bess Taft, and Donald Bourke.

The school board last week voted 4-3 not to apply for further federal funding of the French program which began five years ago, and over the years has been cited as a model for foreign language instruction.

Jeffrey Recorder 2/7/74

Board Votes Not To Seek Bilingual Project Funding

NEW IPSWICH — At its regular meeting on Friday, January 25, the Mascenic Regional School Board voted 4-3 against applying for available funds from Washington to continue the bilingual project for the Greenville School.

The program, which is entirely funded by Washington under Title VII of the Elementary and Secondary Education Act, will complete its fifth year of operation this coming June. It was the first such program in French and English anywhere in the United States, to be funded by the Office of Education in Washington.

During its existence the Mascenic Bilingual Program has served as the prototype program in French for all similar efforts throughout the nation, mainly in the other New England states and in Louisiana and it has been increasingly regarded as the state model for bilingual education in New Hampshire. In addition, the Mascenic program has been the seat of the Service de Liaison, which is the official agency linking all French-English bilingual programs in the United States and with those in other French-speaking countries such as Canada and France.

Voting against the continuation of the bilingual program at last Friday's school board meeting, were: Mr. Eaton, Greenville; Mrs. Simola, Mrs. Thompson, and Mr. Hakala, New Ipswich. School Board members in favor of program continuation were: Mr. Cook, Greenville; Mrs.

Clark and Mr. Martin, Mason.

Although Washington had assured the Mascenic District of

continuing funding of the bilingual program for up to another three years to allow for project completion and long-term evaluation of results obtained, school board opponents of the program said they felt that continuation would impose a burden of financial commitment on the local district which it could not afford to meet. A telegram to the school board from officials of the Office of Education in Washington assuring the local school district that it would not be held financially responsible for past or present program operation was read at the meeting, before the final vote was taken.

Mr. Norman Robitaille, director of the bilingual program since its inception five years ago, reacted to the discontinuation decision, saying: "This vote is unfortunate. It appears to proceed from a misunderstanding by certain school board members of funding policies under Title VII. The Mascenic District is not being asked to commit local funds to the project. The telegram from Washington clearly states that Title VII funds are supposed to be supplementary, rather than being used to pay for expenses incurred by the regular school program which would exist anyway whether or not we had a bilingual project here."

"In addition", Robitaille further stated, "ending the program means that the Greenville children will be deprived of a significant enrichment of their current school program. The bilingual program has represented an exceptional educational advantage for these children." If

approved by Washington; a) Greenville could have continued its kindergarten; b) a specialist in English as a second language would have been hired to assist classroom teachers and to help those students of French background needing individual attention with their English skills; c) The three teacher assistants who, by the admission of the classroom teachers, have proven invaluable in as much as they allow them to give the very much needed individual attention to all the students, would have remained; d) Two bilingual specialists would have assisted the regular teachers with techniques in the teaching of French while continuing the development of the French curriculum, materials and tests which can be used here in the Mascenic Region and in other bilingual programs throughout the nation; e) Additional materials in both English and French could have been bought; f) Teacher training programs would have continued for the betterment of instruction in general.

Robitaille continued, "Greenville has been the foremost French bilingual program in this country during the past five years. It has attracted a great deal of national and international attention, and has shown exceptional merit in developing new curriculum materials and training models for bilingual education. When Robert Paris, the Service de Liaison coordinator, was in France recently, discovered that several educators there were already aware of the Mascenic

program and quite fascinated with its efforts. Canada has also looked to us for meaningful cooperation in developing programs over the past few years, and we have had close contacts with a number of institutions and agencies there in Montreal, Quebec, Toronto,

Jonquiere, etc. In the New England region a lot of people will be disappointed if the Mascenic project ends. The Council for the Development of French in New England (CODOFINE), the French Cultural Exchange Commissions in the various states, the State Boards of Education, the universities and other scholastic institutions in this region have been looking to Greenville as a model and resource center.

This decision by the local school board means of course that our Service de Liaison will also cease to function here, and that, in the opinion of many people who are seriously involved in French-English bilingual education in the United States, is very unfortunate."

Vote to Decide Mascenic Bilingual School Funding

GREENVILLE — The Mascenic Bilingual Program Parents' Advisory Council met recently to discuss the recent School Board decision not to apply for available funds from Washington to continue the efforts of the Greenville Bilingual Program for a period of three years.

Marcel Gauvin, chairman of the committee reports that after much discussion, the group unanimously decided to put this matter in an article in the School Warrant to be voted on by the people at the annual school meeting on Wednesday, March 13.

A sub-committee formed to prepare the article includes: Bob Henneman, Gauvin, Zandy Taft, Diane DesRochers, Bess Taft, and Donald Bourke.

This reporter discovered that although the bilingual program is designed to provide a better educational opportunity for the Greenville youngsters, it serves to strengthen the overall educational program of the Mascenic Region; curriculum developed in French and in English is being used by students from Mason and New Ipswich. The individualized 6th grade math program which is being used by all 6th graders at Mascenic Regional School was developed through the bilingual program. The program has also developed a science and language arts program in English which is being used by teachers in the three towns. A similar 4th and 5th grade math program developed by the bilingual project is also being used by the teachers in Mason, Greenville and New Ipswich. All the materials and equipment bought for the program is available to be used and is being used by all teachers in the Mascenic Region. Students from all three towns have participated in the testing program, which has helped the teachers diagnose the children's specific problems.

A French conversation class for adults is made available for all residents in the Mascenic Region. The director of the Bilingual Program has assumed the responsibility of directing the special remedial reading and speech therapy program which serves the whole Mascenic Region.

Nashua
Telegraph

Feb 12, 1974

Dr. Marron Fort

New Hampshire's Loss . . .

The following extracts are from a letter from Dr. Marron Fort, UNH professor and director of the French North America program at UNH and secretary-treasurer of the American and Canadian French Cultural Exchange Commission. Dr. Fort is outspoken in his dismay at the short-sighted action of the Mascenic School Board in voting to discontinue the Bilingual Project in the Greenville schools.

A Second Language

When we look back on the years when we were growing up in Milford it seems to us that the town was oblivious to the rich cultural heritage of language and traditions that had been brought from Europe, in particular from Italy and Finland. We don't recall that the library carried books in those languages, or that the schools made any special effort to encourage youngsters from families with recent European backgrounds to contribute to a broader understanding of peoples and places. The high school language program was restricted to a few dreary years of Latin and French. The happy contrast to this has been the bilingual program conducted in Greenville for the last five years aided by federal funds.

Thus it was with particular disappointment that we read that the Mascenic School Board had voted 4 to 3 not to apply for the federal funds needed to continue the program, on the grounds that to do so would "involve financial responsibility on the part of the district." This would not be so, we are told. Mascenic voters may still salvage the program at their March 13 school meeting.

An eloquent champion of the work being done in Greenville is Professor Marron Fort of the University of New Hampshire. He voiced his indignation in a letter to the Manchester Union Leader published last week from which we have taken the liberty of quoting in an adjoining column. Professor Fort's words should serve to rally those who believe that fluency in a second language and pride in one's cultural heritage are important aspects of a modern education.

Manchester Union Leader
2/17/74

...we will
...Port of the
...of New
...Hampshire. Mr.
...has been so
...very active in the
...leadership of the
...American and Ca-
...Indian French Cul-
...tural Exchange
...Commission.

Professor Fort
describes the tra-
gedy of the discon-
tinuance of the
Greenville Biling-
ual Project by the
Masachusetts Regional
Schools which
terminated the
project by a vote of
4 to 3. Professor
Fort's remarks de-
serve our readers' careful attention not only
because of his support of the bilingual program
but also because of his perceptive remarks about
the state of U. S. education today.

Professor Fort says: "THIS COUNTRY IS
COMING TO A POINT WHERE ITS CHILDREN
CANNOT READ, CANNOT SPELL, CANNOT
WRITE ENGLISH, CANNOT DO SIMPLE
ARITHMETIC AND ARE FIRST CONFRONT-
ED WITH FOREIGN LANGUAGES AT A TIME
WHEN THEY ARE TOO OLD TO LEARN
THEM EASILY."

He continues: "EDUCATIONAL THEO-
RISTS' AND PERMISSIVE PARENTS FEEL
THAT THEIR CHILDREN WILL EVENTUAL-

2
LY 'FIND THEMSELVES' QUITE UN-
DER COMMUNIST DOMINATION. THE RUS-
SIANS AND THE CHINESE, FOR ALL THEIR
SMILES, HYPOCRITICAL OVERTURES AND
PHONY DETENTE, ARE A TOUGH AND
VICIOUS LOT. THEIR CHILDREN ARE GIVEN
THE CHOICE OF LEARNING OR GOING TO
WORK IN A FACTORY OR ON A COLLEC-
TIVE FARM. IF THEY RESIST, THEY 'FIND
THEMSELVES' IN A FORCED LABOR CAMP."

Professor Fort is properly angry over
the discontinuance of the fine program known
as the Greenville Project. Our readers will, we
believe, appreciate his reasoning.

William Loeb
WILLIAM LOEB, Publisher

Educator Deplores End of Bilingual Project

Dr. Fort, director of the French North America Program at UNM and secretary-treasurer, American and Canadian French Cultural Exchange Commission, sees a great loss to the state in the cancellation of the Greenville Bilingual Project. Here's a good look at the state of U.S. education today.

DR. MARION FORT

Addressed to William Loeb: Following the advice of an old Maine woodsman who was one of my childhood heroes, I try never to write letters in anger, but it is hard to suppress my disgust and outrage at the recent cancellation of the Greenville Bilingual Project by the Mascenic Regional School Board.

The Board voted 4-3 against applying for available Federal funds to continue the bilingual project for the Greenville school system.

The Greenville Project is entirely funded by the Federal Government under Title VII of the Elementary and Secondary School Education Act. Now in its fifth year, this was the first French-English program to be established anywhere in the United States.

The Mascenic Bilingual Program has pioneered in the field of bilingual education and, due to its great success, it became a model for all subsequent French-English programs

throughout the United States.

The Director of the Project, Norman Robitaille, a great friend of mine, is a superb educator with a genuine understanding and fondness for children (he has six of his own). He has put in many 60-hour weeks to insure the quality and integrity of the Project and has subjected it repeatedly to the strictest evaluation by outside experts, including the renowned Prof.

Wallace Lambert of McGill University, internationally acclaimed authority on bilingualism.

The Mascenic Valley Program is also the seat of the Service de Liaison which, under the extension direction of Robert LePecq, links all the French-English bilingual structures in the United States with similar programs and resources in Europe, Canada, France and Switzerland.

And yet, despite the success of this project, despite all the obvious enthusiasm of the Greenville parents for the opportunity offered their children and despite the desire and demonstrated ability of Greenville's children to learn effectively in a bilingual situation, in both standard French and in their own French, the seven members of the Mascenic Valley School Board voted to dump the program on the grounds that, to continue it would require a budget of financial resources on the part of the community which would be too great.

Not even a telegram from officials of the U.S. Office of Education in Washington assuring the school district that it would definitely not be held responsible for past or present program operation could prevent the totally incomprehensible and frankly stupid vote of the four members.

The Mascenic District is not being asked to commit funds for the Project. Title VII funds, as clearly stated by the Office of Education, are \$200,000. They are not used to carry expenses of the regular school program which would exist regardless of the presence of a bilingual project.

This is what Greenville—and Greenville's children—are going to lose:

1. A bilingual kindergarten.
2. A specialist in the teaching of English as a second language, invaluable for children from French-speaking backgrounds who need help with their English skills.
3. Three teacher assistants to give individual attention to pupils.
4. Two bilingual specialists to provide in-service training for teachers and to develop new materials in bilingual education and to help in the selection and evaluation of materials.

It is a tragedy that the Greenville School Board has voted to end the Bilingual Project. The children of Greenville are going to lose a great deal.

Wanda Under
2/17/74

they "find themselves" in a forced labor camp.

The Russians and Chinese don't coddle their criminals and they don't surrender whole cities to hordes, rapists and punks. They discipline their children and teach them foreign languages at the earliest possible age so that they can compete in a hard world where the ability to communicate in a variety of languages is essential to economic and even physical survival.

In an America where so many schools have become little more than daytime detention centers for tomorrow's muggers and moral degenerates, the Greenville Program was a model of solid curriculum development, impeccable deportment, flawless organization and superb teaching. The children learn mathematics, English and standard ("Parisian" is an erroneous term) French and other subjects with enthusiasm and great attentiveness.

The Greenville Project was and is the kind of program which the forces of civilization not only should but must support. It is not often that the Federal Government backs a program which is something more than the passing fancy of some bleeding-heart sociologist.

The Greenville Project can serve as a model for bilingual programs throughout New Hampshire. We must move to propose legislation at the State and Federal level in order to provide bilingual opportunities for all our citizens.

As to those four individuals who voted to discontinue this valuable program, I can only say that they have struck a blow not only against the children of Greenville, but also against the enormous economic, educational and cultural resources which bilingualism can bring to our State.

I hope that those of us who believe in our great potential in this area will voice their outrage at this atrocious, stupid and destructive act which will certainly serve to weaken further the deteriorating educational system in this country.

Why is it that our institutions—schools, courts, even churches—seem bent on favoring the perversi and the criminal while neglecting or rejecting programs that produce decent, well-educated citizens capable of combating crime and perversion.

is "moral leadership" simply a hackneyed phrase for evangelists?

Greenville supplied it and four little people killed it. How many little people will it take to kill America?

Allow me, Mr. Loeb, to extend to you my heartfelt thanks for the help which you have given to the bilingual movement. I realize that this letter is long, but it expresses my feelings about a subject which is most important not just to me, but to the State of New Hampshire and I would appreciate it if you would print it in its entirety. One more generation of shortsighted idiots will surely finish us off.

Many thanks again and my best regards to you and Mrs. Loeb.

Yours truly,

MARION C. PORT
Secretary-Treasurer
American and Canadian
French Cultural
Exchange Commission

To the Editor:

As a parent of four children in the Mascenic School district, three of whom have participated in the Bilingual program for the past five years, I want to express my opinion on the recent vote (4-3) taken by the Mascenic School Board members not to apply for Title VII funds to continue the bilingual project on the basis that it involves financial responsibility on the part of the district. It has been clearly indicated by a telegram from Washington that this is untrue. Let us not confuse it with other federal programs where funds have to be matched. The bilingual program has not cost the district any money in the past five years. The only commitment or responsibility that the district has had to make was that the teachers it hired be bilingual.

I feel that the district has a responsibility to provide the best possible education to all of its children. It is a known fact to me (but perhaps still unknown to many) that the educational level of the children in Greenville was always below par; that is below the State norm and even below that of the surrounding towns in the area.

Since the inception of the Bilingual Program the children have been the recipients of a more well rounded education. The Bilingual Program has taken into consideration the fact that a number of these children came from totally French speaking families. Much time and effort was spent in helping these children to develop better reading skills in English. By thus correlating the French with the English. It not only gave the French speaking child a better understanding of himself and of what he was learning but it made all the children more tolerant of each other.

I would like to bring out at this point all the benefits to all the other children who are not basically of a French background, the extra teachers, teacher aides, the materials, audio-visual aids etc., we have

received at no extra cost to the district. On the contrary a savings since it is the responsibility of the district to provide for its children. Could the district have afforded extra teachers for these children who were lagging behind due to cultural differences? French is being taught as a second language. Everything learned in English is re-emphasized in French. Certainly this dual knowledge does not take anything away from the child, but to the contrary serves to enrich his education.

Finally, and most important, I want to point out the difference it has made in the quality of education the children of Greenville have been receiving. The results of the extensive testing program gives us facts and figures, which are available for anyone to examine, which prove the good the program has accomplished.

Now, through this vote the children will be denied their right of equal educational opportunities for all. It is my opinion that even after hearing all the facts, certain School Board members have failed to recognize their duty towards these children, but may have allowed emotion to cloud their judgement. It saddens me to see that harmony cannot exist in the three town area especially where the education of our children is concerned.

If the program has been a success, and many parents in the community can vouch that it has; it is due to the hard work of many people involved, the director and his team of teachers and advisors, the parents themselves, the advisory committee. It would seem to me that all the Mascenic area residents should be proud to boast of such a program since it is a model program, rather than try to extinguish it. Its success reflects on the Mascenic school district as a whole - not just Greenville.

Letters To
The Editor

Monadnock Ledger
2/14/74

After speaking with different teachers at Mascenic School, other than those presently involved in the Program, I am even more convinced of this.

These same teachers will tell you how much they have derived through curriculum development and materials made available to them by the Bilingual Project. For example, the 6th grade math teacher highly praises the program. The curriculum she is using was totally developed during summer workshops she was able to attend and which were paid for entirely by the Bilingual Program. The two language teachers are quick to point out how much their own existing French program was enriched through their involvement with the Greenville Bilingual Program. How could anyone who listens to all the facts possibly want to do away with a program which has proven itself not only successful, but invaluable to the whole Mascenic area, and yet does not reflect on the resident's property tax dollar. It is time we all do some serious thinking about what is really happening. It is my hope that you the parents and the people will vote to apply for further funds from Washington to continue the Program in Greenville at the coming school district meeting on March 13th, so that the children in the area may continue to receive all these benefits as well as continue to look upon their Franco-American heritage as something to be proud of.

Monique Lafard,
Greenville, N.H.

Bilingual Program's Fate Rests With Voters Of Mascenic District

At a special meeting of the Mascenic Bilingual Program Parent's Advisory Council last week, Mr. Robitaille briefly explained that he has been assured again by the Title VII officials in Washington that in order to be eligible for federal funds for bilingual education it is not necessary for the Mascenic Region school system to commit any financial resources.

He explained that the only commitment made by the Mascenic school board would be to continue to make every effort to replace staff vacancies with well qualified and certified bilingual teachers. He explained that the purpose of Title VII funds is to design a meaningful program for the children which would cost no more than a regular program once the funds ceased.

He has been assured again that there are no provisions in the law for penalizing a school district which finds itself unable to continue either a part or all of the program when federal funds are discontinued.

Title VII programs are MODEL or DEMONSTRATION in nature, and these available funds are to be used to meet the special educational needs of children. He stated that the bilingual educational office of Washington hopes that our project can be continued because it is felt that this is a very important program. It offers additional resources which can make a contribution to education in the Mascenic Region and in the Northeast. Mr. Robitaille stated that the Title VII office in Washington plans to send a letter explaining all of the above.

Mr. Robitaille is very concerned that if this issue becomes emotional, the children will be the losers. He would not want that to happen. A guest member urged that benefits such a program brings to the children be stressed. The group agreed to have more newspaper releases which would inform the people of the children's accomplishment.

Every member was encouraged to contact as many people as possible to urge them to vote at the coming District School Meeting in March. It was also suggested to have both churches announce the coming meeting, without necessarily taking sides, but making the townspeople aware of important issues.

Mr. Robitaille was asked to inquire about a rerun of a past television program on bilingualism that was shown on Channel 11.

A committee member read a recent news article about the benefits reaped by the Mascenic Region, through the federal funding of our Bilingual Program, in subjects such as math, science and social studies.

Someone asked if the Title I remedial reading and speech therapy program would continue in the event that the funds for the bilingual program were discontinued. Mr. Robitaille informed the committee that although he has assumed the responsibility of directing the Title I, it is an entirely separate program. It is in no way connected with the bilingual program. It would only mean that someone else in Supervisory Union 63 would have to supervise the program.

The committee suggested that the "Information Sheet" About "The Mascenic Bilingual Program" which was mailed to every resident in the Mascenic Region be published in the local newspaper.

The next meeting of the Advisory Council is scheduled for next Monday, February 25th, at 8 p.m., in the old convent building, across the street from Sacred Heart School in Greenville. The committee stated again that these meetings are open to any interested citizen.

ANSWER: NO! As they learn French, they study some of the subject matter they learn in English.

-Does learning French hurt the children's English?

ANSWER: NO! Learning another language helps the child to understand his own language better.

-Don't the children become confused when they learn something in French?

ANSWER: NO! The teachers always make sure that the children understand what is being said.

-Does every student take French?

ANSWER: YES Except for special cases determined by the parents and the teachers.

-Do teacher-aides actually teach the classes?

ANSWER: NO! They help give individual attention to children who need it.

-Is teaching French in Greenville schools something new?

ANSWER: NO!

-If Greenville stopped the bilingual program, would this lower the taxes?

ANSWER: NO! The money would go to some other community in some other state.

-Will the equipment, materials and supplies that the bilingual program has brought in be returned to the federal government?

ANSWER: NO! It stays in the schools.

-Is it true that Greenville children are not doing as well in English because of the French program?

ANSWER: NO! Test results over the past four years show that the majority of the children were doing better than they were before the program began.

-Is it true that the bilingual program requires the "open concept" in the classrooms?

ANSWER: NO! The bilingual program has nothing to do with "open concept".

-Why has the Mascenic Region received so much money for such a small program?

ANSWER: Because our program is a model program. We have been responsible for serving the other ten French/English bilingual programs in the U.S.

-Could New Ipswich receive some help for a Finnish/English Bilingual program?

ANSWER: There is a possibility.

-What is the point of this bilingual program anyway?

ANSWER: It helps the French children to learn English better, so that they can do better in school. It makes French available to the other children, and improves their learning. It teaches ALL the children to be more tolerant of others. It enriches the school program.

THIS FACT SHEET HAS BEEN PREPARED BY THE BILINGUAL PROGRAM PARENTS' ADVISORY COUNCIL

Lauds Bilingual Program

Addressed to William Loeb: Even though we do not agree philosophically on the approach to solving many of New Hampshire's problems, I strongly support your editorial of February 16, 1974, together with the excellent article written by Dr. Fort of UNH.

I am a life-long resident of Greenville and served as a school board member for 17 years which included being a former chairman of the Mascenic Regional School. I wholeheartedly approved of the bilingual program and feel that it should be continued. Mr. Norman Robetaille and his staff have done an outstanding job on this project at no cost to the local property taxpayer. As a former coordinator of Federal Funds for the state of N. H., I fully recognize that many federal programs have great merit. This is not the case, however, with the bilingual program in Greenville. While most beneficial perhaps to the majority of our population, which is Franco-American, it is equally valuable to the minority English speaking community. Dr. Fort made an excellent presentation of the advantages of this totally federally funded program.

It is difficult for me to understand why the four members of the school board, Mr. Clyde Mason of Greenville, Mrs. Alice Simila, Mrs. Pearl Thompson, and Mr. Arthur Hakala of New Ipswich voted against it. Their action deprived the students of Greenville of this program, which in turn helped the entire school system. Prejudice apparently runs further than the urban areas.

I have joined a group of Concerned Citizens to have an article placed in the school warrant to be voted on March 13, 1974, to overturn this vote.

ALEXANDER "DANDY" TAFT
Adams Hill Road, Greenville

Manchester Union Leader

Bi-lingual dispute awaits board contest

Mascenic district voters may receive a clue Tuesday where the public stands on the issue of continuing bi-lingual education in Greenville.

An election contest in New Ipswich between Mrs. Pearl Thompson, incumbent, who is against the program, and Richard Riley, for a seat on the Mascenic board, could indicate whether the highly regarded French program will be reinstated.

Mrs. Thompson was with the majority of the Mascenic board which voted 4-3 recently against continuing this federally sponsored program.

Mr. Riley has lived in New Ipswich four years. He is guidance director at Hollis High, and his wife teaches kindergarten. They have three children.

Mason will also elect a member of the board, and the unopposed candidate is Donna Lawlor.

Mrs. Lawlor will replace Mrs. Virginia Clark who is not a candidate. Mrs. Clark voted for the bi-lingual program.

Voting for school officers will take place with election of town officers on Tuesday.

The annual meeting of the Mascenic district will be held March 13.

Efforts to Save the Bilingual Program

(The following letter, although addressed to the publisher of the Manchester Union Leader, was sent by the writer to the Cabinet and Journal also, as it pertains to the article reprinted last week by Dr. Marron Fort of UNH relative to the vote of the Mascenic School Board to discontinue the Bilingual Program in the Greenville schools. --Ed.)

Wilfred Cabinet
3/1/74

Peterboro Transcript

2/28/74

Eaton Upholds Mascenic Action

GREENVILLE — Clyde S. Eaton of Greenville, a member of the Mascenic Regional School Board, has defended recent action in which the board voted 4 to 3 against applying for federal funds to continue a bilingual school program in Greenville.

Eaton's remarks are contained in a letter to publisher William Loeb of the Manchester Union Leader, in response to a page one editorial of Feb. 16 entitled "Bilingual Setback," and a back page skyline feature of that same date, "Educator Deplores End of Bilingual Project."

The latter, written by Dr. Marron Fort, director of the French North American Program at the University of New Hampshire and secretary-treasurer of the American and Canadian French Cultural Exchange Commission argues that the vote was "totally incomprehensible and frankly stupid."

The editorial said Professor Fort "is properly angry over the discontinuance of the fine program known as the Greenville Project."

Clyde Eaton's Reply

Eaton's reply follows:

Dear Mr. Loeb:

In reply to your letter of February 19, I wish to offer the following rebuttal.

On February 16, there appeared on the front page of your newspaper your editorial entitled "Bilingual Setback". Also in the same issue was an article under the caption "Educator Deplores End of Bilingual Project". Further, this article points out that this educator "assails Mascenic Regional school board members opposing the Greenville program." I would like to clarify several points.

First, the district consists of three towns, Greenville, New Ipswich and Mason. The school board vote "not to apply for federal funds" for the bilingual program, undoubtedly represents the feeling of the voters of the 3 towns, not only Greenville. According to the Title VII "Guidelines for Bilingual Educational Programs" Section 704, "Grants under this title may be assigned to meet the special educational needs of children of limited English-speaking ability in schools having a high concentration of such families (A) with incomes below \$7000 per year..." In the 5 years of the Bilingual program, there have been, at most, 10 or 12 pupils in Greenville who did not speak English. In the fall of 1973 there were only 3 non-English-speaking pupils in kindergarten. In a total district enrollment of approximately 1,000 pupils, is this a "high concentration of such children" to justify expenditure of federal funds of \$156,000 per year?

Second, a study of the budget of this program is like many other federally funded programs. A large percentage is spent for administration (\$75,000), clerical work, dissemination of information (which has been obvious in our area, by the deluge of words which have been published concerning the program, justifying its existence). Trips to Canada and parts of our own country have been paid for by the program, as well as several banquet type meals, where more information was disseminated, and more people were pleasantly urged to support the program.

Third, you have always been editorially supportive of local control. Under this program our board must agree to "hire bilingual teachers" for Greenville as vacancies occur, and place monolingual teachers in other positions in the district. (Mascenic Bilingual Proposal, Section III, page 65). This is rank discrimination against teachers who speak only English.

Fourth, you were editorially strong in your support of Governor Thomson's stand about filling some kind of state employee forms asking for ethnic origin. In Greenville, children are classified according to "dominant language family background" (French, English, or half-and-half) before they are enrolled in school. Divisions between French families and non-French families which had become non-existent in the last few years have now widened. Under this proposal, educational objectives for Franco-American children are different from the objectives for non-Franco-American children.

'Below Grade-Level'

Fifth, standardized tests given last spring to 4th grade pupils in Greenville show scores frighteningly below grade-level in all subject areas compared to Mason and New Ipswich. If this program is so beneficial, why are these children not beginning to show some improvement in some areas? Is it really educationally sound to demand of these children that they not only master the "basics," but master them in both English and French? I think we need a 5-hour school day for the "basics" — English, Math, Spelling etc. If an hour of French per day is needed (Mascenic Bilingual Proposal, Section III, page 28), the school day must be increased to 6 hours.

Sixth, the school board mem-

bers did not in any way perform an "atrocious, stupid and destructive act" as Professor Fort reported. Rather, they demonstrated understandable restraint before signing documents which would bind the district to extensive financial commitments and/or federal regulations concerning educational policy. (From the Summary of the Mascenic Bilingual Proposal, page 66...) "One of the major concerns of the director has been to help the LEA (Mascenic School Board) meet its commitment of assuming the continuation of the program after Title VII funding ends."

Needless to say, the proposal for the continuation of the Mascenic Bilingual Program, and all the guidelines concerning application for funding of same, consist of hundreds of pages of summaries, objectives, charts, job descriptions, etc. I have tried to cover some of the most important points in question.

Therefore, Mr. Loeb and Professor Fort, please do your homework!

Sincerely yours,
Clyde S. Eaton.

Mascenic Slates Vote On Bilingual Program

NEW IPSWICH — The voters in the Mascenic Regional School District will decide at their annual meeting on March 13 whether or not they wish to apply for funds for the continuation of the Mascenic bilingual program.

The Parents Advisory Council believes there is a definite need for the program. The children in Greenville have been below state average in achievement and below averages in Mason and New Ipswich. At the time that the program came to Greenville in 1969, the level of school achievement on standardized tests was below the state and national averages. Since the start of the bilingual program, the averages have been improving.

There is no commitment by the district for any funds when the program terminates. It is one of the objectives of this program to train present teachers in bilingual concepts and if replacements are necessary, it is the hope that they will have bilingual expertise.

Mason and New Ipswich students will benefit by association with the fluent French-speaking Greenville students.

All funds for the program come from Washington. While the superintendent must ap-

prove all expenditures, the program director relieves the superintendent of the preparation of forms for other federal programs.

A review of the testing results over the past four years shows that because of the bilingual program, the Greenville youngsters have made appreciable, and in some cases dramatic, improvement in English reading and writing besides having had the opportunity of learning French.

The complete statistics and test results are available in the bilingual office for anyone who wishes to examine them.

Letters

To The Editor

To Voters Of The Mascenic School District

When, as members of the Mascenic School Board, we voted against applying for Federal funds for the continuation of the Mascenic Bilingual Program, we realized that the issue was a controversial one but never suspected it would evoke such emotional articles as have been publicized. We have spent many hours studying the printed guidelines regarding the requirements that must be met before signing the application for Federal funds. In our opinion the printed word takes precedence over the spoken word. We sincerely feel that the application to continue this program does not meet the requirements in the following ways:

It discriminates against 400 elementary pupils who are excluded from participation in the program.

Accompanying the application there must be a signed "Assurance of Compliance" (HEW Form 441) which we are urged to carefully read for "it constitutes a legally enforceable agreement with all requirements imposed by this Federal Department." By signing it we agree to comply with all regulations imposed by the Civil Rights Act of 1964. Consider these two quotations from the "Explanation of HEW Form 441."

a. "The Applicant agrees to make no distinction on the ground of race, color or national origin in providing to individuals any service, financial aid or other benefit under any program receiving Federal financial assistance extended to the Applicant by the Department."

b. "In the case of a public school system the Assurance would be applicable to all of the elementary or secondary school operated by the Applicant."

The Applicant, in this case, is the Mascenic School District which, according to the Articles of Agreement, replaced the School District of Greenville, Mason and New Ipswich in 1967.

Does the Mascenic Bilingual Program comply with this regulation. Only the pupils residing in Greenville are being allowed to participate in the program. Does this not indicate discrimination?

2. It discriminates against all monolingual teachers.

We are told that we have a moral commitment to henceforth hire none but bilingual teachers for the schools where this program has been in effect. Regardless of how well qualified a teacher may be academically, how many years of successful experience she or he may have to his credit or how superior the recommendations may be, that teacher cannot be offered a position to teach in the schools that are included in this program unless she or he is bilingual. Can anything be more discriminating or unfair? In this day and age when anti-discrimination is the hue and cry heard from every nook and corner of our country, should the School Board members, as duly elected officials of the School District, be expected to perjure themselves by executing a legally enforceable document such as HEW Form 441 knowing the specified conditions would not be met?

If that is what the citizens expect of School Board members, then probably four new members should be elected to the Board. We have no intention of voting for the signing of a document which, in our opinion, is contrary to the conditions imposed by the Civil Rights Act.

Now a word about financial responsibility: If we were to apply for continuation funding, we believe that in the future the School District would be told that it had a moral obligation to continue this program. All federally funded educational programs are designed to initiate some experimental ideas with the ultimate result being that the School District is expected to absorb the cost of the program when the Federal funds cease.

To absorb this program would mean "money" raised by the

District for its support, requiring at least one additional teacher plus materials such as workbooks, replacement of textbooks, etc. In the Proposal it is suggested that a teacher might be secured by the proper redistribution of the staffing at the Mascenic School. This is impossible as the two foreign language instructors presently employed are each teaching a full schedule of classes. Would you want to displace a math teacher, a science, vocational or business teacher in favor of a third foreign language teacher? There would be no alternative but to hire additional staff.

This communication, already too long is written to explain some of the reasons, which we consider to be valid ones, as to why we voted not to apply for Federal funds for continuation of the Mascenic Bilingual Program.

Pearl Thompson
Arthur Hakala
Alice Simila
Clyde Eaton

Editorial - Peterborough Transcript 3/7/74

Greenville vs. Mascenic

There is a certain irony in the way that the Greenville bi-lingual program, which has gone a long way toward healing the breach between French and English residents in the town, should now be splitting the Mascenic school district.

Results of before-and-after tests, according to national standards, show that the schools of Greenville, which were in a bad way before the formation of the Mascenic district and the institution of the bi-lingual program, have brought their performance up to national averages.

Furthermore, the program is a model for similar ones in other parts of the U.S., and in fact Greenville is the headquarters for the country, a distinction in which the town can take pride.

But it is also the latest in a series of conflicts in the Mascenic district, which seems to have one every year or so.

Maybe the rifts in the district, which involve wide extremes of affluence and poverty, and differences of language, religion, and culture, are too deep to heal.

Maybe the district voters will deprive Greenville children of the chance to keep both of their cultures, Anglo and French, in their public school. At least, five classes of children will have had the experience.

The French-speaking children of Maine and Louisiana and Vermont and New York will do all right, because the headquarters of the international project will probably move to some more hospitable area.

But if this program could bridge the language and culture gap that has gone back a century or so in Greenville, couldn't it have a chance to work on some of the differences in the Mascenic district too, which go back only a decade or so?

There is no reason that the opportunity to learn French from first grade or kindergarten on could not be offered to children in the other district towns, now that curriculum materials have been developed by the project. All it would take is some good will.

Is there enough to go around?

Mascenic vs. Greenville

'Model' bi-lingual program

Greenville parents, both English and French speaking, are afraid that the bilingual program in the town's schools will be killed by voters of the Mascenic school district next week.

The French-English program for grades K-6 has existed in the

town of Greenville only, for the last five years, and it is up for a three-year renewal of its federal grant under Title VII of the Elementary and Secondary Education Act of 1965.

There are now nine French bilingual programs in the United States, of which Greenville's is the oldest, along with programs in Spanish, Italian, Chinese, German, and some Indian languages. The others are in Caribou and Madawaska, Me., three in Louisiana, and three in New York for French speaking Haitians.

There was one in Derby, Vt., now discontinued.

Greenville is also the headquarters of the Service de Liaison, national co-ordination of the French program. Teacher and curriculum development is shared among the programs.

Canada Support

The program, along with funds from the U.S. government, also is receiving aid and materials from the government of the Province of Quebec, from the Canadian national government, and from France, which sends books and will provide summer study grants in France for teachers.

Normand Robitaille, who has been director of the Greenville program since it began, and the other staff members are paid entirely through the federal money, not from Mascenic's budget.

Parent Support

A parents' advisory council of the sort usually required on government funded programs of this kind, has been giving enthusiastic support to the program. Some of the parents are English-speaking, and seem to be just as enthusiastic as the French-speaking parents.

Children in Greenville, a study found, are in approximately equal thirds of both parents French speaking, one French and one English, and both English. The bilingual program appears to be healing some of the social strains between Anglo and French Canadians in the town.

School Board Opposes

But one of the town's two school board members, and three others, oppose continuation of the program. Clyde Eaton of Greenville, Pearl Thompson, Alice Simila and Arthur Hakala call the program "discriminatory".

The discrimination takes two forms, they say: one against the children of Mason and New Ipswich, who are not included, and one against teachers.

The program, after the federal grant is up, could continue in the Greenville schools, if bilingual teachers are hired, is the charge. This would be a discrimination against otherwise qualified teachers who are not fluent in French, they say.

The pro-French group says that is no more discriminatory to hire French speaking elementary teachers for Greenville than it is to hire French-speaking teachers for the high school French department. It would just be a legitimate job qualification.

There is no doubt that Greenville children are getting something that Mason and New Ipswich children are not getting. They are getting two languages in elementary school, and should be fluent in both by the time they reach high school, when the others begin foreign language study.

But in order to qualify for the federal aid, Mr. Robitaille said, standards of population qualification (percentage of low-income families, and percentage of foreign language population), could be met for Greenville alone but not for the Mascenic district.

There is some reason to believe, he said this week, that New Ipswich alone could qualify on the basis of its Finnish speaking population, but no one has ever petitioned for such a program or tried to get one going.

Nor have the New Ipswich children ever shown, he said, that their bilingual background has led to any problems in school. But according to test scores, Greenville children were far below national norms in 1969, before the program started.

Their scores on the same

nation wide tests are close to the national average now, according to charts of results. Children from a French speaking background have come up to par with the Anglo children now.

One of the program's goals is to have a 65 percent rate of high school graduation for Greenville children. Only 49 percent of their parents are high school graduates.

In the program, children do not just "study French", as high school students do. Rather, they study reading, science, mathematics and social studies in both languages, with each reinforcing the other.

Thus a child whose English is below a usable level when he enters school does not have to learn English and arithmetic together. And the English-speaking child, learning the multiplication table in French as well as English, may get to understand the problems of minority groups.

Active Part

Another aim of the program, is cultural preservation. The "melting pot", once celebrated, meant that foreign cultures were lost among ethnic groups, whose Americanized children scorned "old country" ways.

The same has been true of Indians, whose children have been punished for speaking their native languages in school.

At the same time, the ethnic have been excluded from the mainstream "Anglo" culture for being foreign, and have lost what they brought from their native culture. The different bilingual programs sponsored under Title VII are meant to help this program.

There is perhaps not quite such a need for this program as there is for Spanish, in cities where many children from Puerto Rico and Cuba speak Spanish at all.

But in New Hampshire, pride in and preservation of the French-Canadian culture is a new idea. When the program was getting started, Mr. Robitaille said, the city of Berlin, which has a large French-speaking population, strongly rejected it. Now it is about to begin there, at the city's own expense.

What Happens?

What happens if the Mascenic voters kill the Greenville program? The other programs will survive, and the Service de Liaison will presumably move elsewhere, along with its personnel.

What happens to the materials and curriculum in use here now is up in the air. Presumably the teachers who now speak French in their classrooms would be told to stop doing so.

The kindergarten would end, unless the district voters decide next Wednesday to start a public kindergarten for the whole district, as is on the warrant. That kindergarten would be all in English.

Since federal funds would not support a normal district service, the kindergarten could continue on the same basis as the elementary grades in Greenville.

Forms for the renewal application went to Washington unsigned this week, so that they would be in the works by the Tuesday deadline. If the voters confirm the program, the signatures can be added. If not, the application will be withdrawn.

There is a fear that after the end of the program, a "moral obligation" to keep it going at the district's expense will remain. Elizabeth Keene, of HEW, in a letter to Mascenic board chairman Russell Cook of Greenville, explains that matching local funds are not needed now or later.

The costs, which the federal money pays, are largely start-up costs for teacher training and curriculum development.

Once the program has been started, keeping it up should cost no more — just hire bilingual teachers instead of monolingual ones, and buy some books, when they need replacement, in the second language.

Whether the opponents of the plan are motivated by fears of discrimination charges, as they say, or by jealousy, as has been alleged by some supporters, they have the chance, if they

carry their motion, to request \$150,000 in federal money, of which \$11,000 goes to the Service de Liaison and the rest to the local program.

It will remain to be seen what happens to the children of Greenville. The decision will come at the annual Mascenic district meeting next Wednesday evening.

C'EST COMME CI — Normand Robitaille, director of the Bilingual program, and Marcel Gauvin, chairman of the advisory council, pondered ways of putting their case to the Mascenic voters.

ADVISORS — Members of the Parents Advisory Council for the Greenville Bilingual school program met Monday night. The Mascenic school district votes next week on continuation of the program. Members shown are Rita Bouley, Albert Bourke, Elizabeth Taff, staff member Norman Fortin, and Wendy Vaillancourt.

Letters To The Editor

To The Editor:

Dear Mr. Cook:

I am writing this letter to try to clarify some points which Mr. Robitaille raised concerning the operation of Title VII programs under the new PROPOSED RULES. The points were as follows:

(1) In order to be eligible for Title VII funds, a school district does not have to have spent local funds for bilingual education.

(2) A school district may plan to continue a bilingual program with normal expenditures by filling staff vacancies with certified bilingual teachers and by planning to buy bilingual books and supplies with a part of the ordinary budget for books and supplies.

(3) In Title VII, the major costs are mostly developmental, and once the program is developed, these costs cease to be necessary expenditures to continue the program.

(4) We believe that a bilingual program should cost no more than a regular program once federal funds cease.

(5) There are no provisions in the law for penalizing a school district which finds itself unable to continue either a part or all of the program once federal funds are discontinued.

(6) It is not a requirement that the local school district agree to match the federal funds with local funds in order to be eligible for Title VII funds. Title VII programs are model or demonstration in nature, and funds are to be used for a program which meets the special educational needs of the children to be served. These

funds must not be used for ordinary school district expenditures which would take the place of local funds.

Applications for continuation are due in this Office by March 5. As I understand it, the Board will not vote on the submission of the application until after that date. Our suggestion would be that you send the application without the signatures so that it can be given a number. When the approval by the Board is made, then the signatures can be sent. The application cannot be processed without the official signatures.

We certainly hope that the project can be continued. It has seemed to us that this is a very important program which will make a contribution to education in the Northeast.

Please let us know if you need further information.

Sincerely yours,
Elizabeth Keesee
Program Manager
Division of Bilingual
Education

To the Editor

I hope members of the Mascenic School District will vote to continue to take advantage of available Federal funds for strengthening the program of French language instruction in their public schools.

Any civilized nation must try to preserve its heritage of cultural diversity. The significant Franco-American presence in New Hampshire gives our State a unique identity. It also links us to a worldwide network of French speaking people who have made a magnificent contribution to the development of human society. Only barbarians would fail to cherish such an asset.

Laurence L. Radway
Hanover

Bourke Criticizes Eaton Statements

-Friday- March 8, 1974

GREENVILLE — Donald R. Bourke, an educator and resident of this community, has written an angry letter in reply to sentiments expressed by Clyde S. Eaton of Greenville relative to the proposed discontinuance of the bilingual school program here.

Eaton, a member of the Mascene Regional School Board, wrote a letter to Publisher William Loeb of the Manchester Union Leader and New Hampshire Sunday News in which he defended the School Board's action of voting 4-3 not to apply for federal funds to continue Greenville's bilingual educational program.

Eaton's letter was published in a Page One story in the March 1 State Edition of the Manchester Union Leader.

Bourke, assistant principal and mathematics teacher at Groton (Mass.) Senior High School charged in his correspondence Eaton's letter "is so blatantly irresponsible that it is not worthy of response." At the same time, however, Bourke contended the distortions which you (Eaton) present cannot go unanswered."

The remainder of Bourke's letter follows:

Mr. Eaton:

Your letter is so blatantly irresponsible that it is not worthy of a response. However, the distortions which you present cannot go unanswered.

1. You obviously do not know the definition of Bilingualism and are unaware of the concept and philosophy of a Bilingual Program. Do you think for one minute that Washington would have funded this program as the model program and continued that funding for four consecutive years without agreeing that Greenville qualifies as the recipient of such funds. Do your homework Mr. Eaton, and take a good look at all of the requirements for eligibility and you will indeed see that Greenville qualify—and we are proud of it.

2. You allude in a very snide manner that these federal funds are being used to publish information on the program in the area news media. That is a very strong and insulting insinuation. Perhaps you would not, but a great many of us are willing to volunteer our time and efforts for this program. No media facility has been paid anything to publish or broadcast

any news of the Greenville Bilingual Program.

As a member of the State Legislature and a member of our local school committee, you surprise me in your lack of knowledge with respect to budgets. Certainly it is not unusual, rather it is typical, that 70 per cent - 80 per cent of

a budget, particularly a school budget, will be devoted to administrative and teaching salaries. And, take a realistic look at what the personnel in the Bilingual Program do. What you also consider as the dissemination of information is for them the preparation of teaching materials for both teachers and students. This is an intricate aspect of any educational program. Do you think that teachers teach with only their voice?

3. You speak of discrimination with audacity! What you are indeed doing by your negative vote is discriminatory against the people of Greenville, particularly its French speaking population.

The commitment to the program demanded that monolingual teachers be replaced by bilingual teachers as those vacancies occurred. This has happened and the school district has met and is continuing to meet its only obligation to the program in this respect. No teachers have been transferred because they were monolingual.

The kind of discrimination that you speak of, you commit every time you hire one individual in preference to another. Do not go looking for straws Mr. Eaton, because if you want to sneak about discrimination, one only has to mention your suspicion of teachers with beards.

4. As far as knowledge of family background and the languages spoken at home by the youngsters participating in the program, is it not obvious to you that it might be advantageous to be aware of the different abilities and needs of the students in order that the program might best serve them?

5. The theme of test scores is one of your favorites, yet you remain obstinate in this when we as a committee have attempted to show you the total picture of those scores. Certainly some scores in Greenville are low when compared to New Ipswich and Mason, but they are not frighteningly low and it is not in all areas as you say. And while the Greenville scores are lower than we would want them to be, would you kindly do us the favor of looking at the scores before the inception of the Bilingual Program? This you have not wanted to do since you are obviously afraid of what you may find. And when we have asked you to compare the scores of the youngsters in the program against themselves as evidence of their progress, you have refused to do this and ignored those results, which clearly indicate that the students are benefiting from the program. If we were a handout of the test scores, we would not make them available, would we? Additionally, it is the Bilingual Program which has sponsored and financed the testing program. Surely, we have nothing to hide, particularly when we have an evaluator selected by Washington who constantly monitors the program.

6. You say that the school committee has "demonstrated understandable restraint before signing documents which would bind the district to extensive financial commitments and/or federal regulations covering educational policy". Poppycock! You know full well that there are "no strings attached to this program. You and the three other members who voted against the program would like to use the above argument and you have steadfastly adhered to it -- BUT at the same time you have ignored a telegram and a letter from the granting federal agency in Washington stating that there are no financial commitments binding Greenville in any way whatsoever. Those facts are not only staring you in the face, but you also have them in your possession. Yet you persist in your argument. If that is not being stupid, then I do not know what you would call it.

One member of your team at a school meeting said that she did not see the need for any foreign language instruction in schools! Another one stated at two separate meetings that she was not against the proposal (and the program) as long as it was "legal". She was going to have the proposal examined by an attorney and if he could reassure her that it was legal,

then she would be in favor of the proposal and the ensuing continuation of the program. Needless to say, the proposal never reached the desk of an attorney for a judgment, yet this individual voted against the proposal.

There is no doubt that the objections to this program on the part of four school committee members lie far deeper than the reasons which they give in public. All of those objections have been answered and with substantiating facts. One is almost lead to suspect that there are some seeds of jealousy and bigotry. Remarks have been made by certain school committee members objecting to the salary of the program director. Is it wrong that man deserves a salary commensurate to his position? If he is able to attract \$100,000 to \$150,000 annually to this community without any financial commitment on our part, then he is certainly "worth his salt". His salary is equitable and it costs the district nothing.

Again Mr. Eaton, you like to refer to the trips that the program director has taken to Canada and to Louisiana. You infer that they are vacations. They are anything but that. Although it has been explained to you that the director is required by Washington to evaluate and observe the programs in those areas, you prefer your own interpretation.

You also like to refer to "several banquets". Once a year, the director hosts a dinner meeting for the members of the advisory committee. These people volunteer many hours during the year towards the objectives of the program and you object to this small gesture of recognition. For your information, Washington is quite aware of this and does not object to it. And we might note in passing that the school committee was quite happy to attend these "banquets", even those who now voted against the program. Incidentally, I find it difficult to recall any of your objections to the state passes which you used to have before to them at the best learning point in their lifetime. But isn't it strange that education is about the only thing that we are glad not to get what we pay for. Here we have a unique opportunity to receive some of our

own federal monies to improve our instructional program and we turn our back on that opportunity, while others are almost begging for that same opportunity.

You are, Mr. Eaton, very hard to understand. It appears that you have misled people as to the actual facts of the Bilingual program almost to the point of intimidation. It is also no secret that you personally obtained signatures for a petition against the program. How you can reconcile this with your position as a school committee member representing Greenville is beyond me.

We of French heritage are proud of our ancestry and we wish to preserve and transmit that legacy. And apparently Washington is with us too since they have elected to increase the appropriation for Bilingual Programs from \$35 million to over \$50 million. There must be something to it.

You have the nerve to tell us to do our homework. You, Mr. Eaton, I doubt know the meaning of the word.

Nashua Telegraph March 8, 1974

Real Need for Bilingual Skill

To the Editor:

On March 13, 1974 the voters of the Mascenic School District will decide whether the Greenville school will continue its bilingual program. In a recent letter to the Editor, Mrs. Monique Farfard of Greenville indicated that there is opposition to this program. Based upon the information supplied by Mrs. Farfard, it would seem incredible that any one would stand in the way of a successful program designed to help children of Franco-American backgrounds.

In addition to all the reasons outlined by Mrs. Farfard for keeping this program going, I would like to speak up and add one more thing: The ability to know two languages is a distinct advantage in today's business world. American in-

dustry is finding that it can no longer assume English as the universal language. With every day that passes, the U.S. sees more and more of its business being conducted in foreign languages. The individual who is bilingual stands a better chance for advancement than the individual who is monolingual.

In my case, I found that my Spanish background has been a great asset to me. Being a Puerto Rican and living in Brooklyn, N.Y. had its cultural hardships. At times I was tempted to Americanize myself and avoided using my native language. However, because I chose to keep my Spanish identity and skill in the language, I was prepared to organize the translation agency and

language school which I run today. Here, today, in Nashua, we are paying people to translate technical manuals into Spanish, German chemical papers into English, business correspondence into Italian and technical specifications from French into English.

In addition, we are teaching individuals in industry French, German, Spanish, Italian and Swedish.

I hope that the forementioned points out the real need for bilingual skill. I also hope that the decision on March 13 will be such that sometime in the future children from the Greenville School will be involved with us in the work we are doing.

Lily Pagan Furey
Rosetta Stone Associates
53 Catalina Lane

District meeting votes *Telegraph Transcript 3/14/74* Bi-lingual program backed by Mascenic

Just before midnight last night, the Mascenic school district meeting voted, 252 to 198, to retain the French Bi-lingual program in Greenville, over the objections of a majority of the school board.

Earlier in the evening, the voters rejected two proposals for establishment of public kindergarten programs, and adopted a budget of \$1,105,954.73.

The voters were in an economy mood, and voted no money on three special articles put before them. These were \$5000 for additional work on the high school athletic field, \$1500 for a drainage ditch, and \$5000 toward an eventual hot lunch program, which will be obligatory by 1979.

The vote on the Bi-lingual program came last, and was delayed by a motion of Charles Fifield of Mason to reconsider

Article 5, the budget.

After that vote, a number of people went home, but the supporters of the French program stayed.

Questions were raised during discussion of the budget about a mimeographed flyer, addressed to "Postal Patron Local", which was mailed Monday from Greenville. It was not signed, or identified as to origin, which appeared to annoy those who asked about it.

After the vote was announced, a man asked whether the four dissenting board members would change their minds and sign the application for renewal of the funds, noting that the motion said "direct the board to apply". Mrs. Pearl Thompson and Arthur Hakala said that they would not.

The opinion of Greenville member Clyde Eaton was specifically called for, but Mr. Eaton was not present then.

Radway Lauds Mascenic Vote

Mascenic School District - York
HANOVER — Larry Radway, candidate for Democratic nomination for the U.S. Senate, has praised the voters of the Mascenic School District for approving a program in which federal funds would be made available for the teaching of French to the students in that area.

Radway said, "Voters of the Mascenic School District are to be congratulated for endorsing one principle of bilingual instruction at their meeting Wednesday night. The majority of 252 to 198 in favor of using available federal funds to support the teaching of French should convince the school board to go ahead with a program of great value to the entire community."

Next week, the board will vote on this issue. "A month ago," Radway noted, "the board voted against seeking available funds to further the bilingual program. After Wednesday night's vote by the people, however, I would hope that the board would take note and vote in favor of the program when it comes time for them to make the decision next week."

Mascenic Robbing Our Children *Telegraph 3/14/74*

To the Editor:

We left New Ipswich for two reasons: first, in view of the energy crisis we felt it wise to be nearer my husband's job; second, we felt that the ignorance and short-sightedness of the Mascenic School Board was robbing our children of a quality education. I feel that the School Board is consistent in

turning down the Bilingual Program.

There are some personal situations involved and a distinct fear of Federal interference. Mascenic's problems started with a misunderstanding of the "Open Concept" method of education and resulted in a mistrust of all Federally funded programs.

It is sad that the children of the Greenville Bilingual Program have to bear the brunt. An affirmative referendum vote next Wednesday will show the Board that the taxpayers are tired of their negative attitude.

Geraldine M. Zandi
Box 518, Hollis

To the Editor:
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There are some personal situations involved and a distinct fear of Federal interference. Mascenic's problems started with a misunderstanding of the "Open Concept" method of education and resulted in a mistrust of all Federally funded programs.
Geraldine M. Zandi
Hollis
3/14/74

(Editor's Note: This letter is submitted in response to a letter that appeared in the March 7 edition of The LEDGER. This letter refutes a charge by four

residents that there is discrimination in the Mascenic Bilingual Program.)

Dear Mr. Robitaille

I am writing this letter to attempt to clarify the two main points in the editorial which you sent to me.

The first point: There is discrimination against the 400 children in the school district who do not participate in the program.

Answer: The Title VII program is not intended as a service program. Therefore, it would not, in most cases, serve all students within a district. Since it is a pilot or demonstration program, it would develop a model suitable for all students, but that model would be developed in a selected target area. No student within the target area would be excluded on the basis of race.

The second point: The program discriminates against all monolingual teachers.

Answer: The ability to speak two languages is an educational qualification. Just as a mathematics teacher is required to have developed a competence in mathematics in order to teach, the bilingual teacher must have developed a competence in the two languages through which she is to teach selected subject areas. Teachers who do not have a competence in algebra are not discriminated against when they are not asked to teach that subject.

I hope that this information will prove helpful to the program.

Elizabeth Keesee,
Program Manager

del/11 3/20/74

Voters Discuss Bilingual Issue With Mascenic School Board

Nashua Telegraph 3/21/74

By HAZEL COTZIN

NEW IPSWICH — Clyde Eaton of Greenville was elected to serve as chairman of the Mascenic Regional School Board and James Martin of Mason, vice chairman, at its last meeting.

A vote of appreciation from the board was given to Russell Cook who has served as chairman for the past two years. Eaton was vice chairman.

Cook congratulated Mrs. Pearl Thompson for being re-elected to the board and welcomed Mrs. Donna Lawler from Nason as a new member.

Bilingual Issue

Before any business took place, the public session was held with various citizens making comments on the bilingual program. Mrs. Pam Cousland said "The School Board members had the responsibility to investigate entirely the bilingual program, before they made their decision to vote it down, and they did not!" She went on to say that the way the whole matter was handled, "makes her furious."

The board members defended themselves by making it clear that the contract was not written in a way that could be understood and that anything that might cause the taxpayers money they would not sign.

Mrs. Irene Blais of New Ipswich felt the vote which was taken at the annual School District meeting 252 yes and 198 no, to direct the School Board to apply for Federal Funds to continue the bilingual program, was not a true vote from New Ipswich because out of 1,022 registered voters only 308 checked in and she felt that many of the people in New Ipswich did not show up at the meeting because they felt "it was a dead issue."

Leonard Short, a former School Board member, explained the beginning of the bilingual program which was five years ago, and said the Federal Government sets the standards and that Greenville qualified at the time.

He also explained other factors in the contract which seemed to be misunderstood.

Thomas Gentilella of Greenville stated that he thought there is more of a need for Special Education at Mascenic rather than the bilingual in Greenville.

Robert Robidoux of Mason felt that the majority of the people voted for the program and said the article read "to direct" the School Board to apply for Federal Funds. Cook explained that it was the wrong wording and probably should have been "to suggest" and that "it is the board who makes the decision."

Clyde Eaton of Greenville then read a letter from Atty. David Towers of Rindge stating that, "The formation of school policy rests with the School Board."

"There, although the board had the obligation to place the article concerning the bilingual education program on the School District warrant, in my opinion the board is not obligated to offer the bilingual program to the students of the District even though the voters may vote in the affirmative on the article."

Following the public discussion, Eaton asked if any of the members who voted against applying for Federal Funds would like to ask for reconsideration. No action was taken.

Eaton explained the next day that the board did not vote to discontinue teaching French in the schools, they just voted not to apply for Federal Funds.

Won't sign application

Mascenic board ignores vote, lets bi-lingual program die

March 21/74

The Mascenic school board was decided to ignore the expressed wishes of the voters, and kill the Greenville Bi-lingual program.

The voters, in a secret ballot at the district meeting last week, said Yes, 252-198, to keeping the program, and the article, submitted by petition, said to "direct" the board to sign the application for renewal, which had been submitted unsigned.

Monday night, the board met for its reorganization meeting and elected Clyde Eaton of Greenville, an opponent of the program, as chairman.

Mr. Eaton read a letter from the board's counsel, David Tower of Rindge, dated March 1, which said that despite the word "direct" in the article, the voters cannot so over-rule the board, and the vote has no legal standing.

"It is purely a question of board policy", the letter said, and "the voters cannot substitute their judgment for the board's".

Robert Robidoux of Mason, a supporter of the program, asked why the letter was not read at the meeting, or a similar opinion stated.

It was asked at the meeting whether legal counsel had been sought, and no one on the board said yes.

Patricia Cousland of New Ipswich addressed comments at Arthur Hakala of the board, attacking his "ignorance" in saying, as he did "I don't understand it and I'm voting no". Mr. Hakala added that he considered it "an insult to Greenville" to say that it was poor enough to have the program.

No Judging

Leonard Short of New Ipswich, a former school board chairman, explained some of the questions which have arisen about the original proposal. He said that the decision as to Greenville's eligibility was from "state and federal sources", and that Greenville met the requirements with "no judging". He further explained the \$30,000 "in kind" mentioned in the proposal, as directed Normand Robitaille had asked at district

meeting, meant the buildings and teachers which the district was already providing.

Pearl Thompson, another board member opposed to the program, stated that "it doesn't say 'in kind'", it just says "local funds".

During the first year of the program, Mr. Short said, Mr. Robitaille had set up a brief French program for the other elementary schools in the district, but that the federal project did not allow it in later years.

Mr. Robidoux, noting Mr. Hakala's refusal to change his vote, said that he was trying to "snowball the people" and that the board members "won't change their minds because of stubbornness".

Retiring chairman Russell Cook of Greenville, who supported the program, said that the article should have read "suggest" rather than "direct", but added that the wording of a petition article cannot be changed, subject to \$50 fine. But, he said, no one may "direct" the board.

No True Vote

Irene Blais, another citizen in attendance, said that the action at the meeting was "not a true vote", because only 308 of the 1022 New Ipswich voters had checked in. The rest didn't turn out, she said, because "they thought it was a dead issue".

All discussion of the issue arose during the early part of the board meeting set aside for public comment, and was brought up by Mrs. Cousland and others. Later, when the board was offered a chance to reconsider the 43 vote taken before district meeting not to sign the application, no one spoke.

The probable result, if no further action arises, will be that the program will end in June, and that there will be no public kindergarten in Greenville in September. The kindergarten there has been supported by the federal funds and conducted in both French and English.

What Next?

Supporters of the program have not yet decided what, if anything, they can do next. They point out, however, that the vote indicated substantial support in the other district towns. There were only 160 Greenville voters present, of whom perhaps 40 would be opponents.

One supporter says that all the 45 Mason votes were "yes", which would mean about 90 of the 240 New Ipswich votes and would have been "yes" also. These numbers are calculations, since the vote was not counted by town, but it is true that there were more yes votes than there were Greenville voters, and that

there were some Greenville residents who were not supporters.

While the board was rejecting federal support of the bi-lingual program, they voted Monday night to seek \$950 in Title III funds for a minor remodeling of the industrial arts area of the high school, and also to get together with the committee of three appointed at the meeting to get the aid of the Army Engineers in building a drainage ditch and working on the athletic field.

The Parent Advisory Council of the Bi-lingual program will have an open meeting Monday at 8 p.m. at the old convent in Greenville, to consider what, if anything, to do next.

All interested citizens, and the school board, are invited.

Despite Voier Support

Mascenic Board Kills French Bilingual Setup

By MARY W. ROE
Sentinel Correspondent

NEW IPSWICH — The Mascenic Regional School Board, with representatives from the towns of New Ipswich, Greenville and Mason, has voted to go against the expressed wish of voters and kill the federally-funded French bilingual program in Greenville.

The program began in 1969 and has been an apparent success, raising test scores of the town's children from low to normal in school subjects. It has served, in kindergarten through high school, children of both French and English-speaking homes.

The program was up this year for a three-year renewal, but a majority of the seven-member board refused to sign the application, including one of the two Greenville members. The three New Ipswich members

voted against the other program; the two Mason members and the other Greenville member favored it.

Although a warrant article "directing" the board to sign the application was expected by its supporters to fail at the annual school district meeting March 13, it passed on a secret ballot, 252-190. There were more yes votes than there were Greenville voters present. The vote was taken at 11:30 p.m. during a stormy meeting.

Before the district meeting, some board members had expressed a wish to "let the people decide." However, they refused afterward to go along with the people's decision, and no member changed his vote at the following board meeting.

Instead, Clyde Eaton of Greenville, an opponent who was elected chairman of the board

Monday night, quoted a letter he received from board counsel David Tower of Rindge, which said that the matter was "purely a question of board policy" and that the district vote was not binding.

Although Tower's letter was dated March 1, no board member at the March 13 district meeting said yes when asked, "Have you consulted a lawyer?" No board member explained that the vote would not be binding, and many voters clearly thought it was.

Since the district meeting also killed proposed public kindergartens for the district, the end of federal funding will also mean the end of the kindergarten in Greenville which has been supported by the program since 1969.

The Greenville program was the first of 10 French bilingual programs in the nation, and was headquarters of the Service de Liaison, which coordinates curriculum material and other ideas which arose out of the program. Federal funding this year is \$156,000, of which \$43,000 is for the Service de Liaison.

Other programs are in Maine, Vermont, New York (for Haitians) and Louisiana.

The program has also received support, in cash, materials and teacher training programs, from the governments of France and Quebec.

Keene Sentinel

3/25/74

MANCHESTER (N. H.) UNION LEADER — Monday, June 17, 1971

'One More Generation of Idiots Will Surely Finish Us Off' Obituary of a Unique Educational Program

By GERALD C. STILES

NEW SWICH — The end of the current school year will mark the end of one of the more unique educational programs to be found in the United States.

Due to a negative vote by the school board, the Greenville Bilingual program involving the studies of both French and English will be discontinued after five years of operation in the Mascenic Regional School.

The program, which was totally funded by the Office of Education in Washington, D. C., served as a model for all such programs throughout the nation.

Additionally, it has been the headquarters of the Service de Liaison, officially linking all French-English bilingual efforts across the nation and with both Canada and France.

Why? That is the basic, baffling question on the minds of parents and supporters of the pro-

gram who held a final dinner meeting, a wake if you will, in Peterborough a few days ago.

The session was addressed by William Loeb, publisher of the Union Leader and Sunday News, who has long been an avid supporter of bilingual programs as a method toward increasing both the excellence of education, and as a bridge across the gap separating Franco-American and English speaking citizens.

MR. STILES

Mr. Stiles, Milford area correspondent for the Loeb Newspapers, here discusses the demise of the successful Greenville Bilingual Program and the astounding aftermath of the 252 to 108 vote by which citizens directed the school board to seek federal funds and abolish the English-French program, a model for the nation.

There seems little doubt the bilingual program was a success.

Dr. Marron Fort of UNIL, director of the French North America Program at that institution, and secretary-treasurer of the Canadian French Cultural Exchange, reported that children enrolled in the program learned mathematics, English and standard French as well as other subjects, "with great enthusiasm and attentiveness."

Mrs. Barbara Tenney, head of the Language Department of Conval High School in Peterborough and a recent evaluator of the Mascenic program, proclaimed the loss of the bilingual courses a "shame".

Parents of both English and French extraction supported the program and made their support official at the annual school district meeting held in March of this year.

By a vote of 252 to 198, citizens voted to direct the school board of Mascenic Regional School District to apply for and receive any federal funds for continuance of the bilingual program, with the total understanding that no local funds would be used in the project.

With this vote, citizens thought they had overridden an earlier school board 4-3 vote which indicated the board would not seek the funds needed for continuation of the bilingual program.

They were wrong.

Barely a week following the district meeting, Clyde Eaton of Greenville, a staunch opponent of bilingual education, assumed the position of school board chairman and promptly killed the vote.

He read a letter from board counsel which indicated the vote had no legal standing, in spite of the use of the word "direct".

Eaton said, "The voters cannot substitute their judgment for the board's."

So much for the democratic process.

There was some minor haggling about whether voters

should "direct" or "suggest" action to a school board, but it seems highly unlikely a change in wording would have altered the vote of the four board members who opposed the program.

The four opponents are Clyde Eaton, Alice Simila, Arthur Hakala and Pearl Thompson, the latter three from New Ipswich.

Why their opposition to a program that has been hailed as far away as France?

The record shows they opposed it on the grounds it allegedly discriminated against students not from Greenville and that it likewise discriminated against monolingual teachers, thereby violating the civil rights of both parties.

This claim was denounced by pro-bilingual forces who readily admitted Greenville students were receiving something New Ipswich students were not.

However, it was pointed out that Greenville qualifies for this consideration under federal guidelines of population qualification.

In Greenville, one third of children attending school have both parents who speak French as their only language. Another one third speak both French and English, and a final third speak only English.

New Ipswich students did not qualify under this guideline, though some evidence existed that it might have qualified under a Finnish speaking program. None was ever requested.

It's apparently all over now.

There isn't much of anything anyone can do at this point to revive the bilingual program at Mascenic Regional School.

Down the same drain with it went the public kindergarten in Greenville which has had the support of the program since 1969.

As Dr. Marron Fort, in a published letter to Mr. Loeb, put it, "One more generation of idiots will surely finish us off."